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ABSTRACT

This report presents the findings of a survey designed to describe the state of society in the 1980s, particularly as it will affect the educational needs of the Dallas-Fort Worth metropolitan area. The report was prepared to aid administrators of the Skyline Wide Educational Plan in their efforts to develop a comprehensive secondary school plan for the Dallas-Fort Worth metroplex in the 1980s. Questionnaires were distributed to a selected national sample of 190 individuals known to have devoted much of their professional time to contemplating and planning for the future. Questionnaire items consisted of various propositions gleaned from futuristic literature. Respondents were asked to indicate on five-point scales the likelihood of a given proposition and its probable impact on education. Respondents were also encouraged to identify areas or facets of education that would be heavily affected. Analyses and interpretation were based on computed mean, mode, and standard deviation scores for the 151 individuals who completed questionnaires. A number of statistical tables and diagrams summarize the survey results. Samples of the survey questionnaires are presented in the appendix. (Author/JG)

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SKYLINE WIDE EDUCATIONAL PLAN (SWEP)

PRODUCT EVALUATION REPORT: FUTURE SOCIETY

SWEP EVALUATION REPORT No. 1

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EXECUTIVE SUMMARY

Objectives of the Program: Skyline Wide Educational Plan (SWEP) is a multidistrict planning project designed to ascertain the need for, and feasibility of a comprehensive secondary school (facilities and programs) to serve the Dallas-Fort Worth metroplex commencing in the decade of the 1980's.

The specific objectives for the initial year of the project are to:

1. Conduct a comprehensive context evaluation relative to the future society of the world, the United States, and the Dallas-Fort Worth metroplex, with special emphasis on how education might be impacted.

2. Identify propositions concerning future society, with special emphasis on the Dallas-Fort Worth metroplex; including projected student demography and area manpower needs.

3. Formulate and prioritize educational goals for a future time period -- 1980's.

4. Develop curricula based on identified educational goals for the 1980's.

5. Formulate staffing patterns to accommodate proposed curricula.

6. Investigate future educational facilities design. This inquiry should include: building materials, innovative architectural design, future energy sources, facilities configuration, and alternative sites.

Purpose of the Evaluation: The purpose of this product evaluation is to communicate to project management the major findings derived from the survey entitled: SWEP Survey #1: Future Society. In its planning efforts for a comprehensive secondary school for the future, the SWEP project staff deemed it appropriate to attempt to describe, within human limits, the state of our society for the decade of the 1980's; the notion being to plan an educational system in concert with the needs of tomorrow's society.

This product evaluation report is in compliance with evaluation question number one of Research Design No. 73-215; Evaluation Design For Skyline Wide Educational Plan, 1973-74:

#1. What societal propositions were identified for the world, the United States, and the Dallas-Fort Worth metroplex for the decade of the 1980's?

Methodology: Two 92-item parallel questionnaires -- Forms A & B -- were developed and subsequently administered to a national sample. The questionnaire items (propositions relative to the future) were gleaned from the futuristic literature, and are traceable to one or more futuristic authorities. Each of the 184 propositions was accompanied by two five-point Likert measurement scales. One was a "likelihood" measure -- the likelihood that an event would occur in the 1980's; the second scale was an "impact" measure -- the magnitude of impact on education as a result of specific events occurring. Respondents were also encouraged to identify areas or facets of education that would be heavily affected. Analyses and interpretations were based on computed mean, mode, and standard deviation scores for 151 respondents.

Sample: A national sample comprised of 290 individuals, selected because of their professional position, experience, and/or training, was invited to participate in the study. These people are known to have devoted much of their professional time to contemplating and/or planning the future. One hundred fifty-one (52%) responded. The following subsample units were also identified and analyzed: Insiders, Outsiders, Educators, Local Leaders, Futurists, Urban School Executives, and Suburban School Executives. The subsample descriptions are included in the report.

Evaluation Results:

1. Five categories of societal propositions for the 1980's were identified and reported; those categories were: (1) High Likelihood of Occurrence, (2) Low Likelihood of Occurrence, (3) High Educational Impact, (4) Low Educational Impact, and (5) High Likelihood of Occurrence - High Educational Impact (bivariate).

2. The educational areas and/or facets most likely to be heavily affected in the future (1980's) were identified and reported.

3. Question number one of Research Design No. 73-215: Evaluation Design For Skyline Wide Educational Plan, 1973-74 has been satisfactorily disposed of.

SKYLINE WIDE EDUCATIONAL PLAN
PRODUCT EVALUATION REPORT NUMBER ONE

PROPOSITIONS FOR THE FUTURE: (1980's)

Introduction

This product evaluation report is in compliance with question number one of Research Design No. 73-215: Evaluation Design For Skyline Wide Educational Plan, 1973-74:

#1. What societal propositions were identified for the world, the United States, and the Dallas-Fort Worth metroplex for the decade of the 1980's?

The purpose of this evaluation is to communicate to project management the major findings derived from the survey entitled: SWEP Survey #1: Future Society. In its planning effort for a comprehensive secondary school for the future, the SWEP project staff deemed it appropriate to attempt to describe, within human limits, the state of our society for the decade of the 1980's; the notion being to plan an educational system in concert with the needs of tomorrow's society.

Eventually, the findings from this inquiry will be provided a panel of local citizens for their assistance in formulating and prioritizing futuristic educational goals for the proposed secondary school.

Methodology

Since Project SWEP is a planning project designed to address the educational needs of the future, it seemed logical to attempt to describe the society of the world, the United States, and the Dallas-Fort Worth region for the time period of interest (the 1980's). After considerable debate among the project staff, a decision was made to solicit opinions from a select group of individuals concerning the state of the future. To that end, a preference-type questionnaire

was developed and administered to a national sample of individuals, who, for reason of their professional role, experience, and/or training, spend much of their professional time thinking about and planning for the future. This group was comprised of futurists; local and state level decision-makers; private and public sector planners; and top echelon school executives from universities, state departments of education, and public schools. See Figure 1.0 for the sample description.

The questionnaire (SWEP Survey #1: Future Society) to which participants were asked to respond included many statements, or futuristic societal propositions. Each proposition was accompanied by two five-point Likert measurement scales. One scale was a "likelihood" measure (the likelihood that an event would occur in the 1980's); the second scale was an "impact" measure (if an event occurs, what will its impact be on education). Participants were instructed to respond to both scales. Additionally, respondents were encouraged to identify areas or facets of education that would be affected as a consequence of specific events occurring.

The propositions on the questionnaire were derived from an extensive review of the futuristic literature, and are traceable to at least one (in most instances several) futuristic authorities. See bibliography for specific references.

Because of the large number of response items (184), two 92 item parallel questionnaires were developed. Most participants responded to only one of the two forms (A or B); however, the futurists were given the option of responding to both forms. The questionnaires were assigned to respondents on a chance basis, and a near equal number of each form was administered. Forms A and B of SWEP Survey #1: Future Society appear in Appendix B.

The primary unit of analysis in this inquiry was the sample in toto. Subsequent analyses, although in considerably less detail, were conducted for the following subsample units: Insiders: These respondents are residents of the Dallas-Fort Worth metroplex who are not afilliated with the public schools. Included are local and regional planners, nonpublic school educators, civic representatives, and representatives of business and industry. Outsiders: This subsample includes all study participants not residing in the Dallas-Fort Worth metroplex. It is comprised largely of educators from state departments of education, colleges and universities; and futurists. Educators: This group is comprised of top echelon public school executives from the Dallas-Fort Worth metroplex. Local Leaders: Included in this subsample is a group of local leaders who hold, or have held, key policy making positions in local government, business and industry, and/or higher education. This is a subset of the Insiders group described above. Futurists: This unit is comprised of published futurists and is a subset of the Outsiders. Urban School Executives: It is comprised of top echelon public school officials from the Dallas and Fort Worth Independent School Districts, and is a subset of the larger group labeled Educators. Suburban School Executives: It is comprised of top echelon public school executives from the suburban independent school districts in the Dallas-Fort Worth metroplex. This group is also a subset of the Educators unit described above.

As alluded to earlier, the subsample units were not the primary foci of this particular analysis; consequently, the rule of "report by exception" was invoked to facilitate communicating results. This indicates that subsamples were not discussed unless, of course, they deviated sharply from the sample in toto. Figure One contains the sample description.

Figure 1.0

Sample Description

Sample Characteristics: SWEP Survey #1: Future Society (Total Sample)

total sample: Forms A & B 151

sex: male 123, female 28

age: under 30 4, 30-39 36, 40-49 54, 50 or over 57

ethnicity: Anglo 119, Black 7, Mex. Amer. 5, other 19

occupation: bus. & ind. 31, gov. 13, education 98, other 9

Sample Characteristics, Form A:

total sample: Form A 81

sex: male 65, female 16

age: under 30 4, 30-39 17, 40-49 23, 50 or over 30

ethnicity: Anglo 59, Black 3, Mex.Amer. 3, other 15

occupation: bus. & ind. 17, gov. 6, education 51 other 7

Sample Characteristics, Form B:

total sample: Form B 70

sex: male 58, female 12

age: under 30 0, 30-39 17, 40-49 23, 50 or over 30

ethnicity: Anglo 60, Black 4, Mex. Amer. 2, other 4

occupation: bus. & ind. 14, gov. 7, education 47, other 2

The participants for this inquiry were predominately white male educators forty years of age or older. Analyses and subsequent results are based on questionnaire returns of 52% (151 of 290).

Analysis of Data

All analyses and subsequent interpretations for the sample and subsample units examined herein were made on the basis of computed mean, mode, and standard

deviation scores. Of major concern were propositions that were considered both high impact laden and highly likely to occur in the 1980's, and the major areas or facets of education that would be heavily affected by their occurrence.

Other areas of interest were the propositions classified in the categories: (1) high likelihood of occurrence, (2) low likelihood of occurrence, (3) high educational impact, and (4) low educational impact.

A nine-cell (3 x 3), double axis matrix was developed to facilitate the data analysis function. See Figure 2.0. The "likelihood of occurrence" mean scores are entered on the horizontal axis, and the "educational impact" mean scores on the vertical axis. The numbers on the matrix perimeter represent the total continuum of mean scores (1.0 - 5.0). The numbers in the matrix proper correspond to items on the questionnaire. For an illustration of how this matrix functions, turn to Figure 2.0, and locate item number 46 of Form A (lower right corner of the matrix). This item received identical scores of 4.2 on both scales (likelihood and impact). Using the "across-down" rule, go <u>across</u> the horizontal axis to 4.2 and go <u>down</u> the vertical axis to 4.2, item number 46 was appropriately positioned in the lower right cell of the matrix. Hence, relative position of questionnaire items on the matrix is the determinant factor in this analysis scheme. The disposition of all 184 societal propositions are graphically illustrated in the two matrices which follow (one for each of the two questionnaire formats -- A & B).

Figure 2.0: Form A

Master Data Analysis Matrix

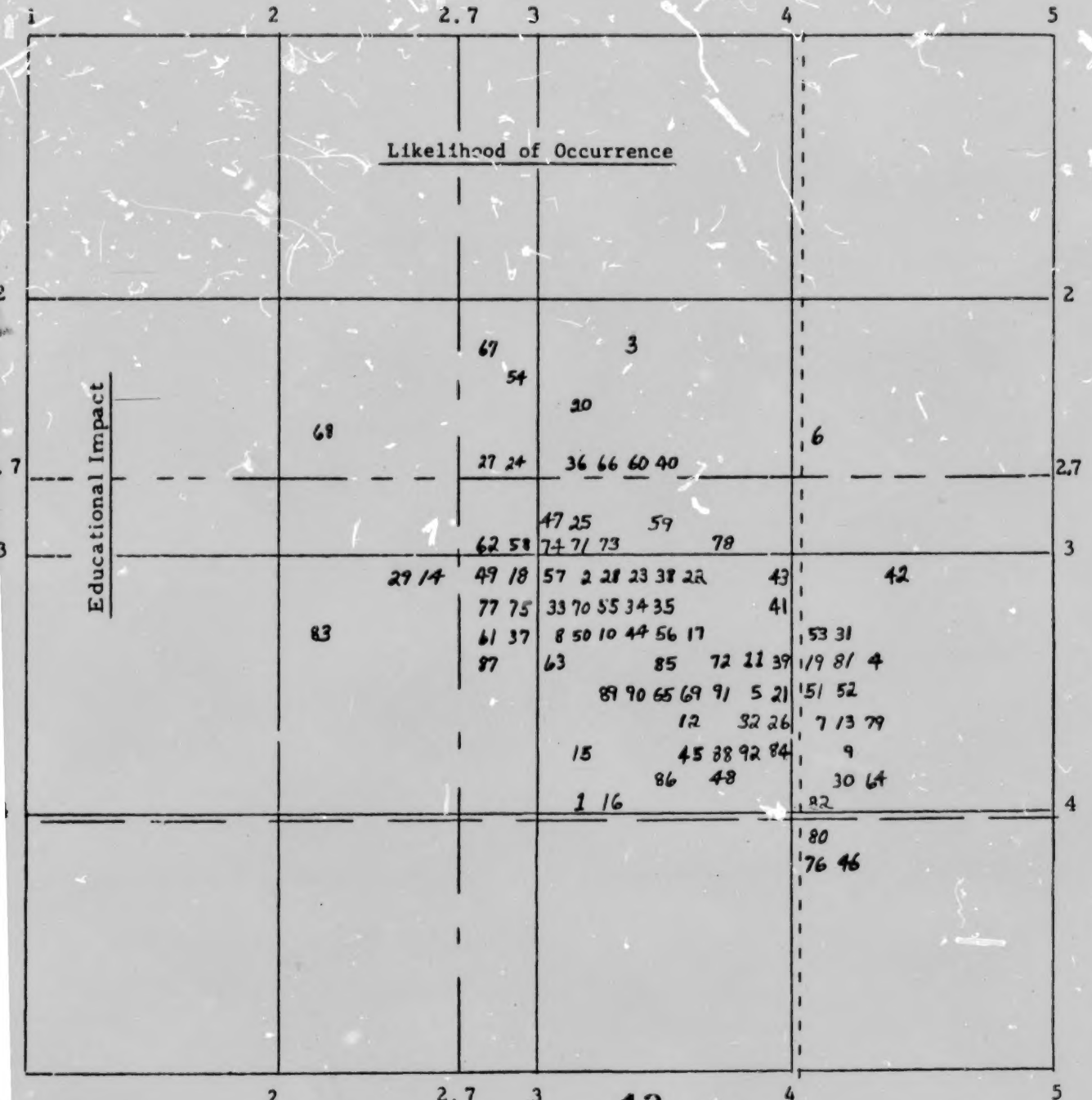
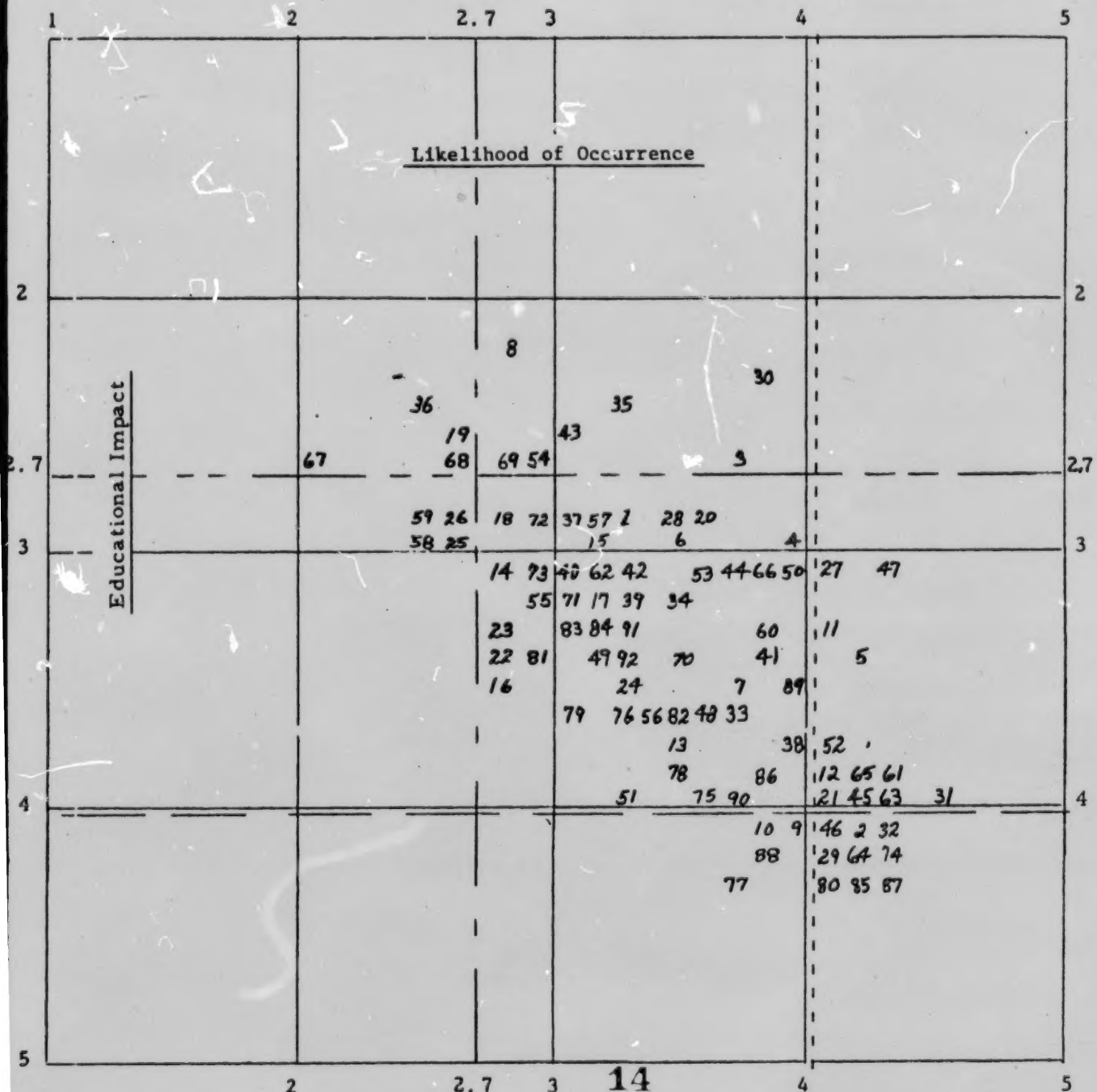


Figure 2.1: Form B

Master Data Analysis Matrix



Decision Rules:

The rigor of this type of inquiry (decision oriented) hinges on a set of well conceived operational procedures for making judgements relative to the data. Judgements must be concise and consistent, and supported by a solid rationale; including, if possible, statistical measures; e.g., central tendency, variability, frequency of response, and the like.

Guided by this spirit, the following decision rules were formulated, and exercised in this study:

1. High Likelihood of Occurrence:

   a. $\bar{X} \geq 4.0$ (the mean is equal to, or greater than, 4.0)
   b. $\bar{X} - 1\sigma \geq 3.0$ (the mean minus one sigma is equal to, or greater than, 3.0)
   c. $Mo \geq 4.0$ (the mode is equal to, or greater than, 4.0)

2. Low Likelihood of Occurence:

   a. $\bar{X} \leq 2.7$ (the mean is equal to, or less than, 2.7)
   b. $\bar{X} + 1\sigma \leq 4.0$ (the mean plus one sigma is equal to, or less than, 4.0)
   c. $Mo \leq 3.0$ (the mode is equal to, or less than, 3.0)

3. High Educational Impact:

   a. $\bar{X} \geq 4.0$ (the mean is equal to, or greater than, 4.0)
   b. $\bar{X} - 1\sigma \geq 3.0$ (the mean minus one sigma is equal to, or greater than, 3.0)
   c. $Mo \geq 4.0$ (the mode is equal to, or greater than, 4.0)

4. Low Educational Impact:

   a. $\bar{X} \leq 2.7$ (the mean is equal to, or less than, 2.7)
   b. $\bar{X} + 1\sigma \leq 4.0$ (the mean plus one sigma is equal to, or less than, 4.0)
   c. $Mo \leq 3.0$ (the mode is equal to, or less than, 3.0)

5. High Likelihood of Occurrence — High Educational Impact:

   a. All criteria of 1. & 3. above must be satisfied.

Propositions must satisfy all criteria of a particular category, to be included.

Results

The Results are arranged in five subsections as follows: High Likelihood of Occurrence, Low Likelihood of Occurrence, High Educational Impact, Low

Educational Impact, and High Likelihood - High Impact. The circled numbers, e.g., (A-6), identify propositions in violation of the standard deviation criterion; hence, these propositions experienced greater response variation than allowed. The asterisks identify propositions for which there were differences of opinion between subsample units, viz; outsiders, insiders, educators, local leaders, futurists, urban school executives, and suburban school executives. For these propositions, the deviant subsamples are identified and their mean scores reported. Eventhough subsample analyses are addressed herein, the primary focus of this evaluation report is the sample in toto. Additional analyses, however, are desirable and encouraged; consequently, the master data tables have been appended. See Appendix D.

High Likelihood of Occurrence (See high likelihood matrices, Figures 3.0 & 3.1)

The following criteria were invoked to identify the "highly likely" propositions:

1. The mean is equal to, or greater than, 4.0.
2. The mean minus one standard deviation is equal to, or greater than, 3.0.
3. The mode is equal to, or greater than, 4.0.

Conforming to the above decision rules, the following social events -- identified by questionnaire format and response item number -- were considered highly likely to occur in the decade of the 1980's:

A- 4. World population will have continued to increase, with the underdeveloped countries showing greater percentage gains than the developed countries.

* (A- 6) There will not have been a major nuclear conflict. (Suburban Educator 3.2)

A- 7. Inflation will be continuing as a long-term trend in the world economy.

A- 9. Population of the U.S. will be larger.

* A-13. Racial integration will have increased. (Suburban Educators 3.7)

High Likelihood of Occurrence con't.

A-19. Protection of the environment will be an accepted national goal.

A-30. There will have been unexpected break-throughs in the physical sciences and technology, with potential for profound consequences for society (comparable, for example, to the discovery of pencillin, the development of the computer, and the birth-control pill).

A-31. Mass transportation will have been developed to a higher degree and will be in much more common use.

A-42. Salvage and reclamation/recycling of irreplaceable raw materials and resources will have been greatly expanded.

A-46. Differentiated staffing will be more common, with proportionately more jobs for paraprofessional personnel in fields like law, medicine, education, social service and government.

* A-51. Flexible hours and part-time jobs will be much more widely available than at present. (Urban Educators 3.3, Suburban Educators 3.1)

* A-52. Few occupations will be regarded as necessarily staffed by a particular sex. (Suburban Educators 3.6)

A-53. Retirement at earlier ages than today will be financially possible for many workers.

* A-64. The percentage of the female population working for pay will have increased. (Suburban Educators 3.7)

* A-76. Early childhood education will be provided for most children, beginning at age three or four, in a public facility (school, day-care center, or other). (Suburban Educators 3.7)

A-79. Education will be viewed as a very important function and have a level of tax-supported funding at least as high as in 1973.

A-80. The school curriculum will include instruction in skills for coping with a complex society.

A-81. A basic core of general education will be provided for all students.

A-82. The learner will be allowed more freedom in selecting his own educational program and modes of learning.

* B- 2. World resources, behavior, and opinion will have more influence on life in the U.S. (Urban Educators 3.2)

* B- 5. Disadvantaged people throughout the world will assert rising expectations of liberty and the pursuit of happiness and of a fair share of the material resources of the earth. (Educators 3.5)

B-11. Average lifespan will have increased.

High Likelihood of Occurrence con't.

B-12. The population will include a smaller percentage of children and a larger percentage of senior citizens.

B-21. New national mechanisms will have been created by the federal government for planning and regulation of health, social welfare, and education.

* B-27. Political and social pressures to improve the lot of the senior citizen will have increased. (Urban Educators 3.6)

* B-29. New information will be continuing to increase exponentially. (Educator 3.6)

B-31. Information handling will be more automated.

B-32. Through developments in television, a large number of different channels will be received on home sets for purposes such as education, shopping, and community news.

B-45. A smaller proportion of the work force will be needed in goods-producing industries, while a larger proportion will be needed in the service industries.

* B-46. There will be more jobs for technicians than there are today. (Outsiders 3.7)

B-47. More resources will be needed to meet the health and personal needs of senior citizens.

B-52. A shorter work week and more leisure time will be the rule for most workers.

* B-61. Traditional families in the United States will be smaller. (Urban Educators 3.6)

B-63. Child-care centers will be much more numerous than at present.

B-64. Most child-care centers will provide developmental and educational components for children.

* B-65. A higher percentage of mothers of young children will work outside the home. (Educators 3.7)

* B-74. The levels of literacy and education in the population will have risen. (Suburban Educators 3.7)

B-80. Modes of teaching and learning will be more flexible, utilizing computer-assisted, multisensory and yet-to-be-developed forms of instruction.

* B-85. Career education and work experience will be available for all students at some time during their public school experience. (Futurists 3.5)

High Likelihood of Occurrence con't.

B-87. Education will continue throughout life, to meet changing personal and occupational needs, with many institutions providing it in a variety of ways.

* These events were not perceived as highly likely to occur by one or more identified subsamples. The circled numbers indicate a violation of the standard deviation rule.

Low Likelihood of Occurrence (See low likelihood matrices, Figures 3.2 & 3.3)

Criteria invoked for identifying unlikely (low likelihood of occurrence) social events were:

1. The mean is equal to, or less than, 2.7.
2. The mean plus one standard deviation is equal to, or less than, 4.0.
3. The mode is equal to, or less than, 3.0.

The following social events were considered unlikely to occur in the 1980's:

* A-14. Middle-class people will be returning to the central city to live. (Local Leaders 3.1, Futurists 3.2)

A-29. The rate of change in the social context (i.e., the "future shock" effect) will be less.

A-68. Use of drugs to improve intelligence and memory will be generally accepted.

A-83. Ability to read will be less important as a tool for gaining information.

B-19. Social status will be less closely associated with ownership of material things.

* B-25. The need for depth, continuity, and balance in long-range planning will have led to regulatory mechanisms that are not under political control, so that important sectors of society will be ruled by a meritocracy. (Suburban Educators 3.2)

* B-26. Protest politics will be widely practiced and confrontation of opposing groups will often be violent. (Suburban Educators 3.3)

B-36. Operation round the clock, seven days a week, will be more common in manufacturing, retail and service industries.

B-58. More people will reject "useful work" as a necessary part of the "good life".

Low Likelihood of Occurrence con't.

B-59. Hedonism will be the basic philosophy of life for more people of all social classes.

B-67. Drugs will be widely used to enhance learning.

* B-68. Chemical control of senility will be possible, so that the "middle" years of ability to be active and useful will be extended. (Futurists 3.2, Suburban Educators 3.2)

* The subsamples identified in the parentheses above thought these events more likely to occur than their counterparts.

High Educational Impact (See high impact matrices, Figures 3.4 & 3.5)

The following events would have great impact on education if they occurred.

Criteria invoked for this category were:

1. The mean is equal to, or greater than, 4.0.
2. The mean minus one standard deviation is equal to, or greater than, 3.0.
3. The mode is equal to, or greater than, 4.0.

This category includes the following societal propositions:

A-46. Differentiated staffing will be more common, with proportionately more jobs for paraprofessional personnel in fields like law, medicine, education, social service, and government.

A-76. Early childhood education will be provided for most children, beginning at age three or four, in a public facility (school, day-care center, or other).

* A-80. The school curriculum will include instruction in skills for coping with a complex society. (Local Leaders 3.7)

* B- 2. World resources, behavior, and opinion will have more influence on life in the U.S. (Futurists 3.5)

* B- 9. Minority groups will have improved their relative economic and social status. (Educators 3.5)

* (B-10) The rate of population growth will be sharply reduced. (Outsiders 3.7, Futurists 3.2)

* B-29. New information will be continuing to increase exponentially. (Educator 3.5)

B-32. Through developments in television, a large number of different channels will be received on home sets for purposes such as education, shopping, and community news.

High Educational Impact con't.

B-46. There will be more jobs for technicians than there are today.

* B-64. Most child-care centers will provide developmental and educational components for children. (Urban Educators 3.6)

B-74. The levels of literacy and education in the population will have risen.

B-77. There will be schools of many sorts with widely varying methods and organizational styles. Public schools will offer choices and students will be free to select the program and style of instuction they prefer.

B-80. Modes of teaching and learning will be more flexible, utilizing computer-assisted, multisensory and yet-to-be-developed forms of instruction.

B-85. Career education and work experience will be available for all students at some time during their public school experience.

B-87. Education will continue throughout life, to meet changing personal and occupational needs, with many institutions providing it in a variety of ways.

B-88. Rapid changes in technology will cause many people to retrain frequently and often shift occupations.

* These events received mean scores from some subsamples units of less than the required 4.0; thus, they were considered less than high impact laden by some factions of the respondent group. The circled number indicates a violation of the standard deviation rule.

Low Educational Impact (See low impact matrices, Figures 3.6 & 3.7)

The following criteria were invoked for identifying propositions in this category:

1. The mean is equal to, or less than, 2.7.
2. The mean plus one standard deviation is equal to, or less than, 4.0.
3. The mode is equal to, or less than, 3.0.

The following events would have little impact on education if they occurred:

A- 3. Little progress toward world government will have been made.

A- 6. There will not have been a major nuclear conflict.

A-20. Records relating to private concerns of individuals will be centralized and available to many persons and agencies, with resultant loss of privacy to the individual.

Low Educational Impact con't.

A-24. Governmental procedures for decision-making in environmental matters will have been established and perfected.

* A-27. Small-group acts of terror will be more common. (Urban Educators 4.3)

* A-36. Production will be adjusted by government to levels consistent with national goals. (Suburban 3.1)

A-40. Corporations will give greater weight to employees' personal concerns in making personnel decisions.

A-54. A monetary value will be assigned to full-time housewife and child-care work so that women not employed outside the home may share in social insurance benefits.

A-60. Organized religion will have diminished in influence.

A-66. There will be a wide variety of family styles in addition to the traditional husband-wife-children family unit.

A-67. Paternity leave, as well as maternity leave, will be an established right of workers.

* A-68. Use of drugs to improve intelligence and memory will be generally accepted. (Outsider 3.1, Futurists 3.3, Local Leaders 3.0)

* B- 3. Underdeveloped nations will be more nationalistic. (Local Leaders 3.5)

B- 8. The United Nations will have persisted and its influence will be enlarged.

B-19. Social status will be less closely associated with ownership of material things.

B-30. Personal vehicles will be small and inexpensive enough for most adults to own one.

B-35. Small businesses will fail or be absorbed by large corporations at about the same rate as now.

B-36. Operation round the clock, seven days a week, will be more common in manufacturing, retail, and service industries.

B-43. Arrangements for joint husband/wife appointments will be more common in employment.

* (B-54) Complusory retirement at a set age will be enforced regardless of health, ability, or desire of the worker. (Local Leader 3.2, Urban Educators 3.0)

* (B-67) Drugs will be widely used to enhance learning. (Educator 3.3, Futurist 3.2, Outsider 3.0)

Low Educational Impact con't.

B-68. Chemical control of senility will be possible, so that the "middle" years of ability to be active and useful will be extended.

* B-69. It will be possible to achieve chemical control of many undesireble, negative, primitive, and aggressive behavioral tendencies in man. (Educator 3.3)

* These events, as indicated by the mean scores, were judged by some to have more than low impact for education if and when they occur. The circled numbers indicate violations of the standard deviation rule. (see decision rules)

High Likelihood - High Impact (See associated matrices, Figures 3.8 & 3.9)

Of primary interest in this inquiry were the societal propositions that received high scores on both scales -- likelihood and impact. For these propositions, all criteria for each variable were satisfied (see decision rules number 1. and 3., page 8). Using the above referenced criteria, the following societal propositions were considered both likely to occur and high impact laden:

A-46. Differentiated staffing will be more common, with proportionately more jobs for paraprofessional personnel in fields like law, medicine, education, social service, and government.

* A-76. Early childhood education will be provided for most children, beginning at age three or four, in a public facility (school, day-care center, or other). (Suburban Educators 3.7 Likelihood)

* A-80. The school curriculum will include instruction in skills for coping with a complex society. (Local Leaders 3.7 Likelihood, Local Leaders 3.7 Impact)

* B- 2. World resources, behavior, and opinion will have more influence on life in the U.S. (Urban Educators 3.2 Likelihood, Futurists 3.5 Impact)

* B-29. New information will be continuing to increase exponentially. (Urban Educators 3.4 Likelihood, Urban Educators 3.2 Impact)

B-32. Through developments in television, a large number of different channels will be received on home sets for purposes such as education, shopping, and community news.

* B-46. There will be more jobs for technicians than there are today. (Outsiders 3.7 Likelihood)

* B-64. Most child-care centers will provide developmental and educational components for children. (Urban Educators 3.6 Impact)

High Likelihood - High Impact con't.

* B-74. The levels of literacy and education in the population will have risen. (Suburban Educators 3.7 Likelihood)

B-80. Modes of teaching and learning will be more flexible, utilizing computer-assisted, multisensory and yet-to-be-developed forms of instruction.

* B-85. Career education and work experience will be available for all students at some time during their public school experience. (Outsider 3.7 Likelihood, Futurists 3.5 Likelihood)

B-87. Education will continue throughout life, to meet changing personal and occupational needs with many institutions providing it in a variety of ways.

* The asterisks, in this instance, identify the deviant subsample units, and the violated scales, i.e., likelihood or impact.

Figure 3.0: Form A

Data Analysis Matrix

High Likelihood of Occurrence

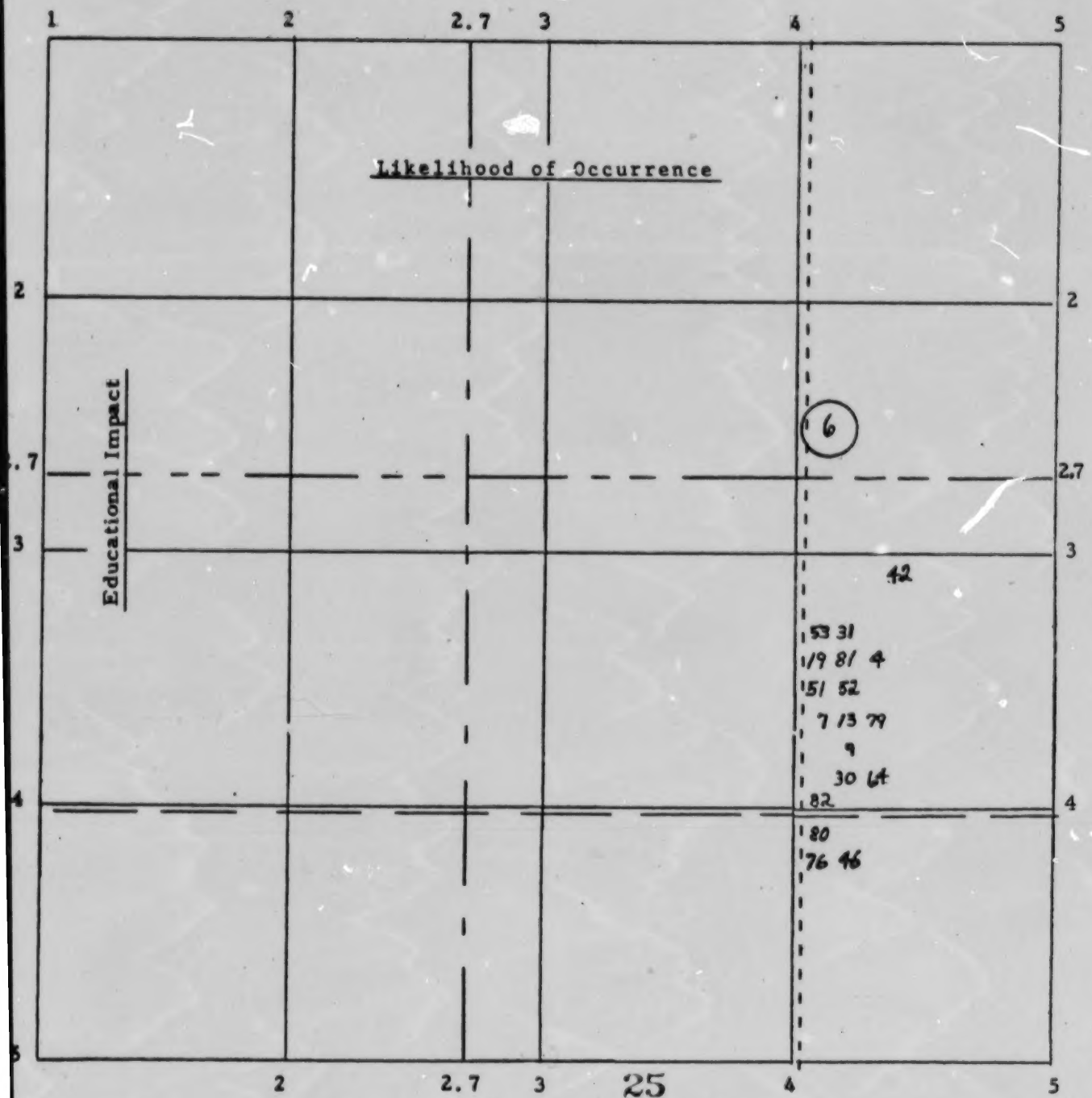


Figure 3.1: Form B

Data Analysis Matrix

High Likelihood of Occurrence

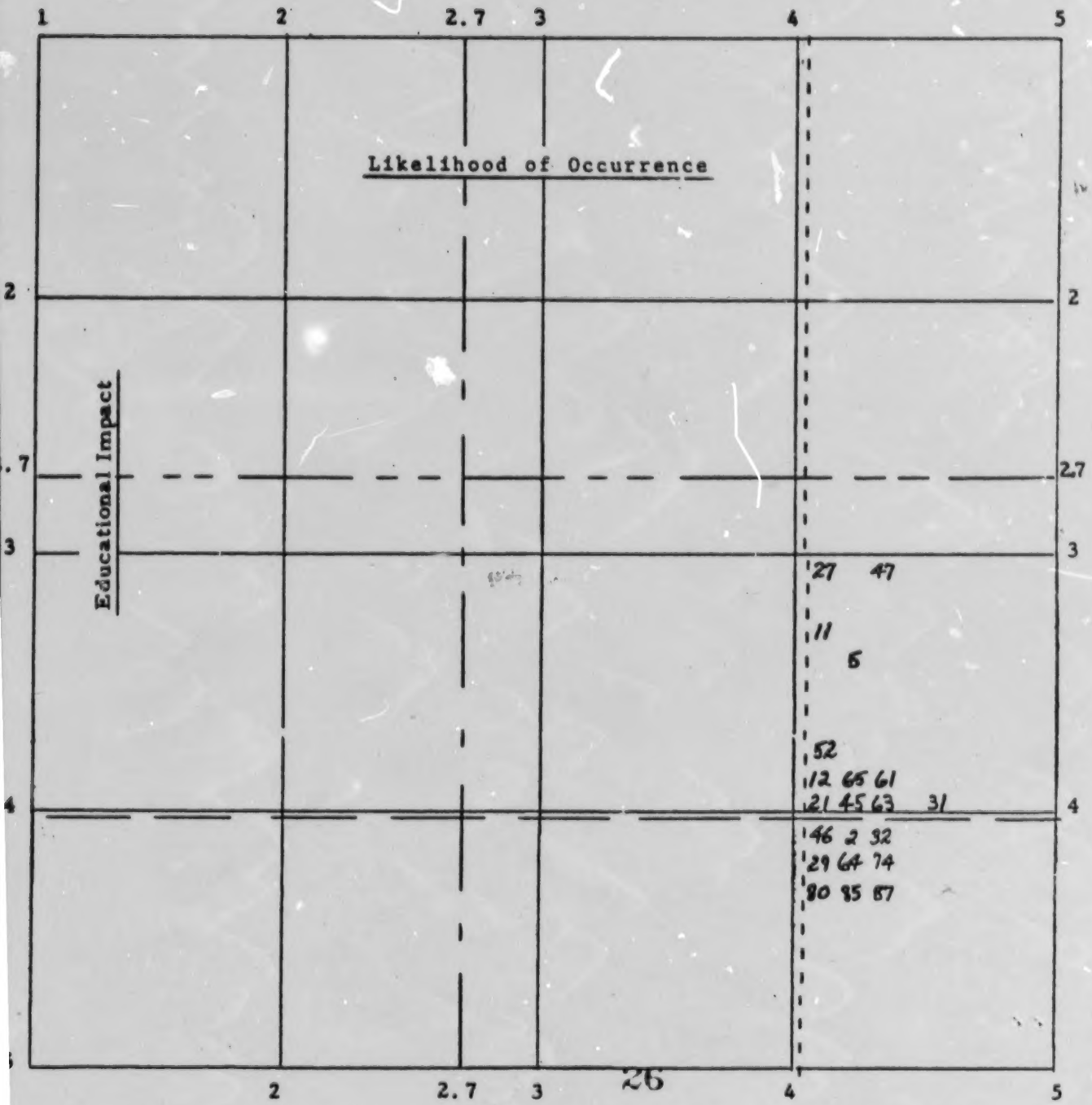


Figure 3.2: Form A

Data Analysis Matrix

Low Likelihood of Occurrence

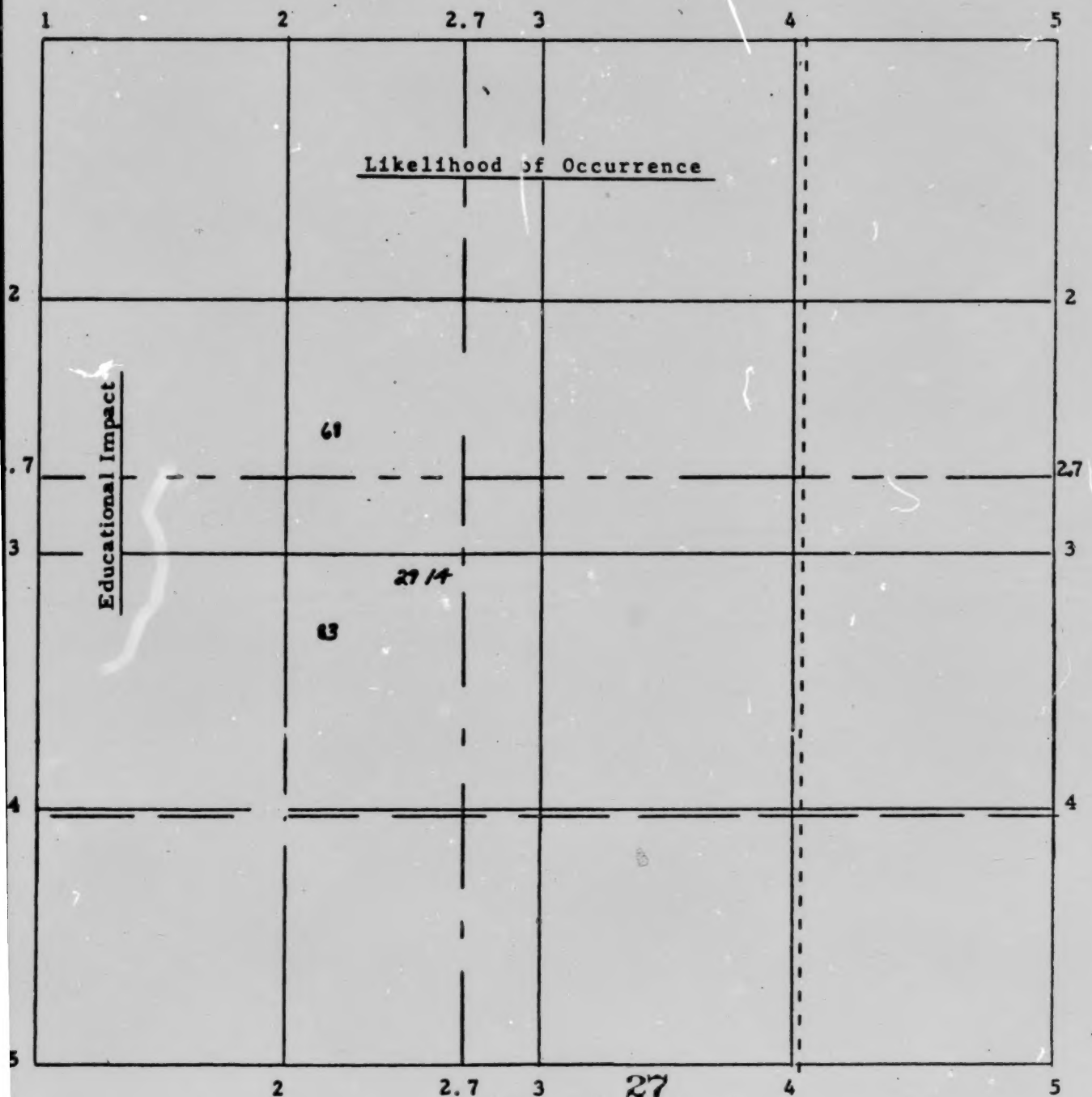


Figure 3.3: Form B

Data Analysis Matrix

Low Likelihood of Occurrence

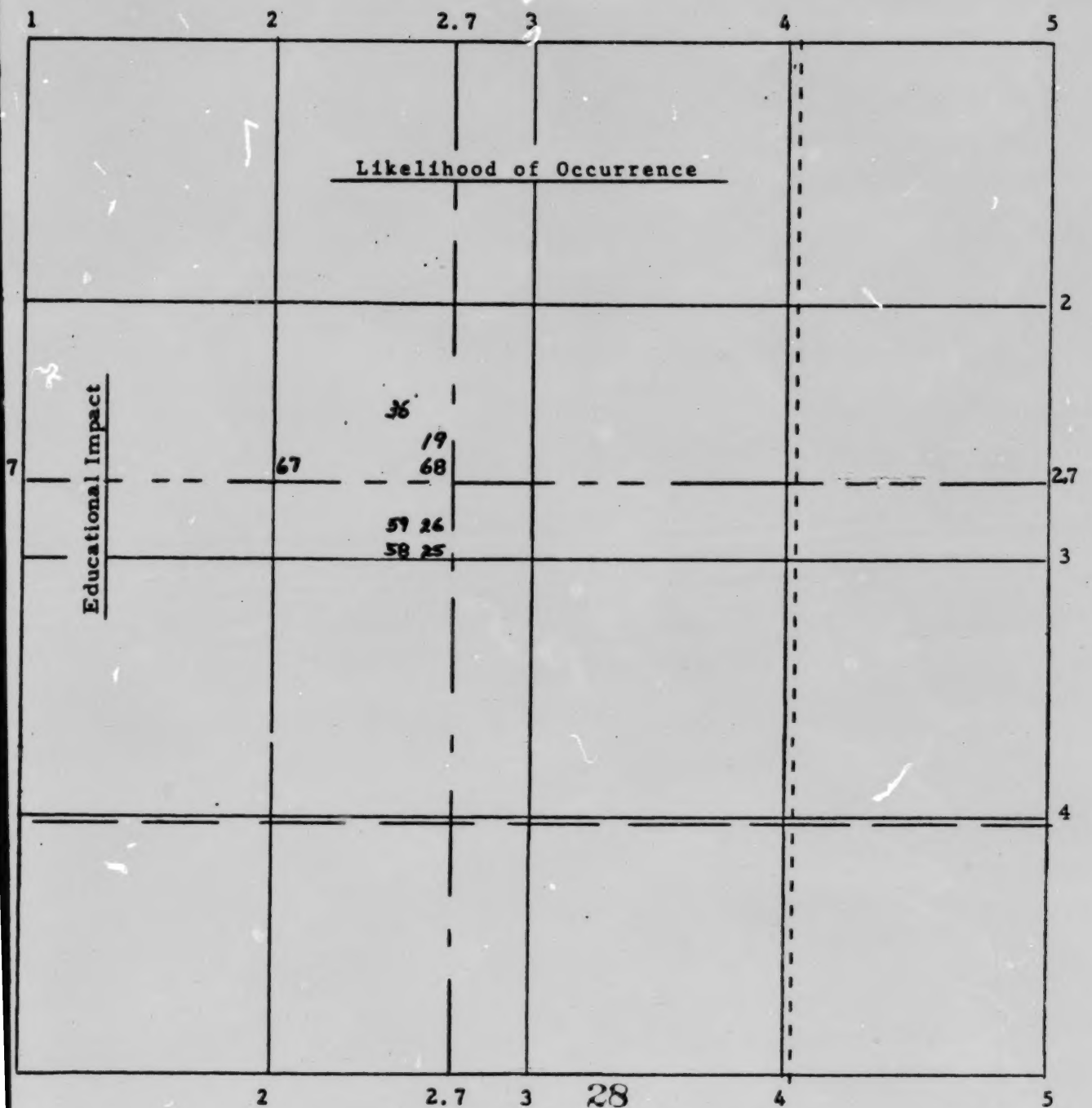


Figure 3.4: Form A

Data Analysis Matrix

High Educational Impact

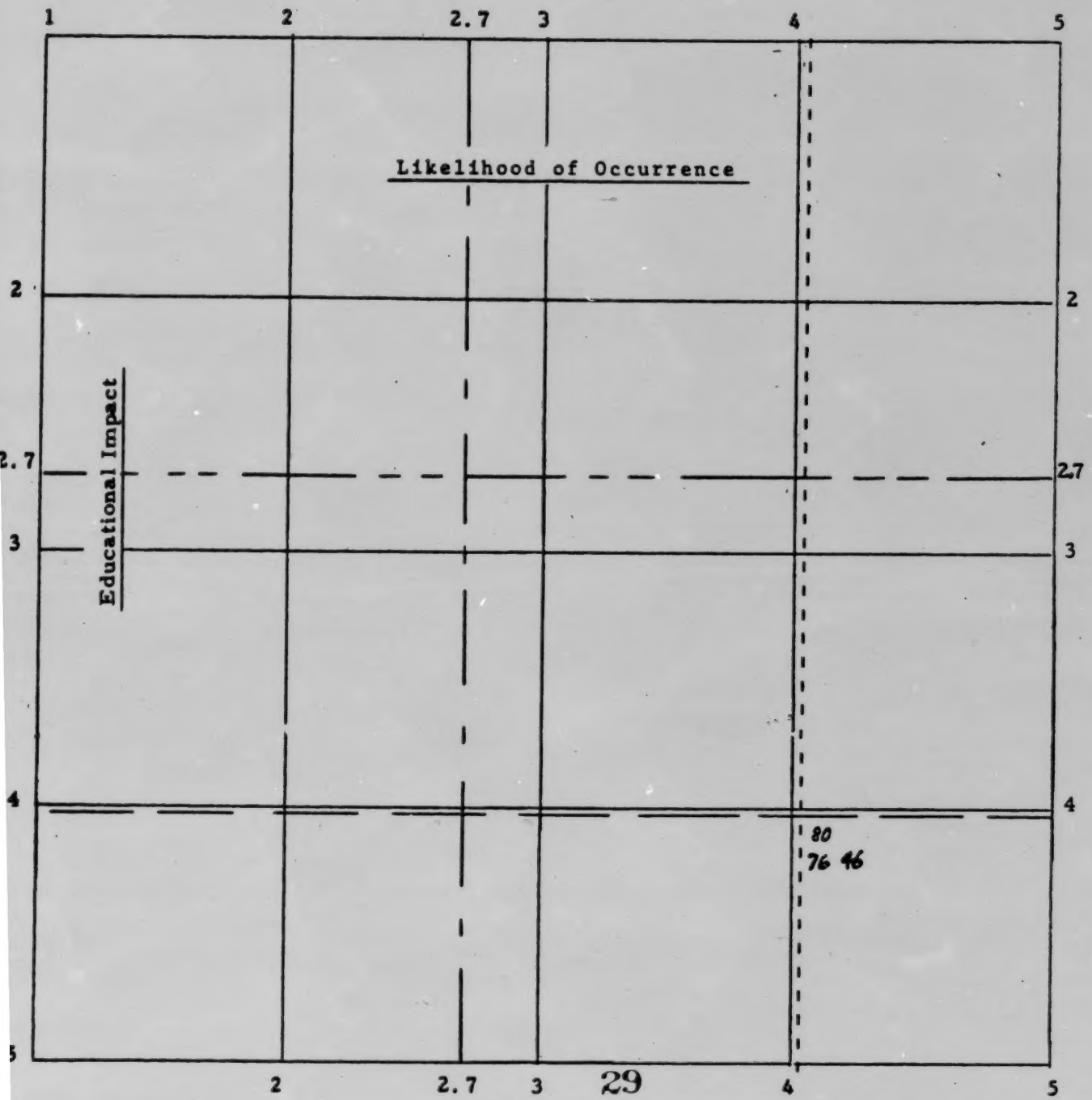


Figure 3.5 : Form B

Data Analysis Matrix

High Educational Impact

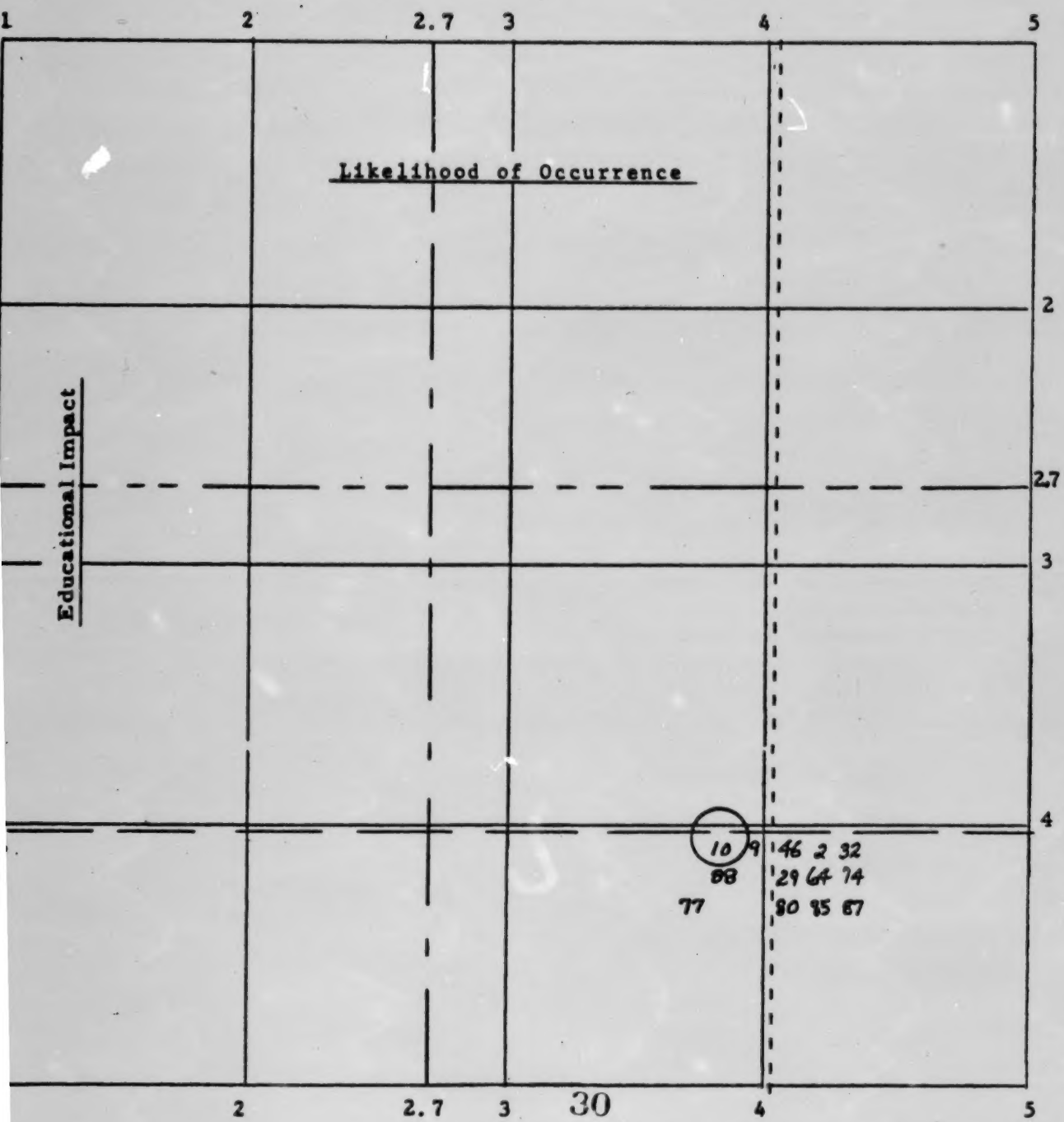


Figure 3.6: Form A

Data Analysis Matrix

Low Educational Impact

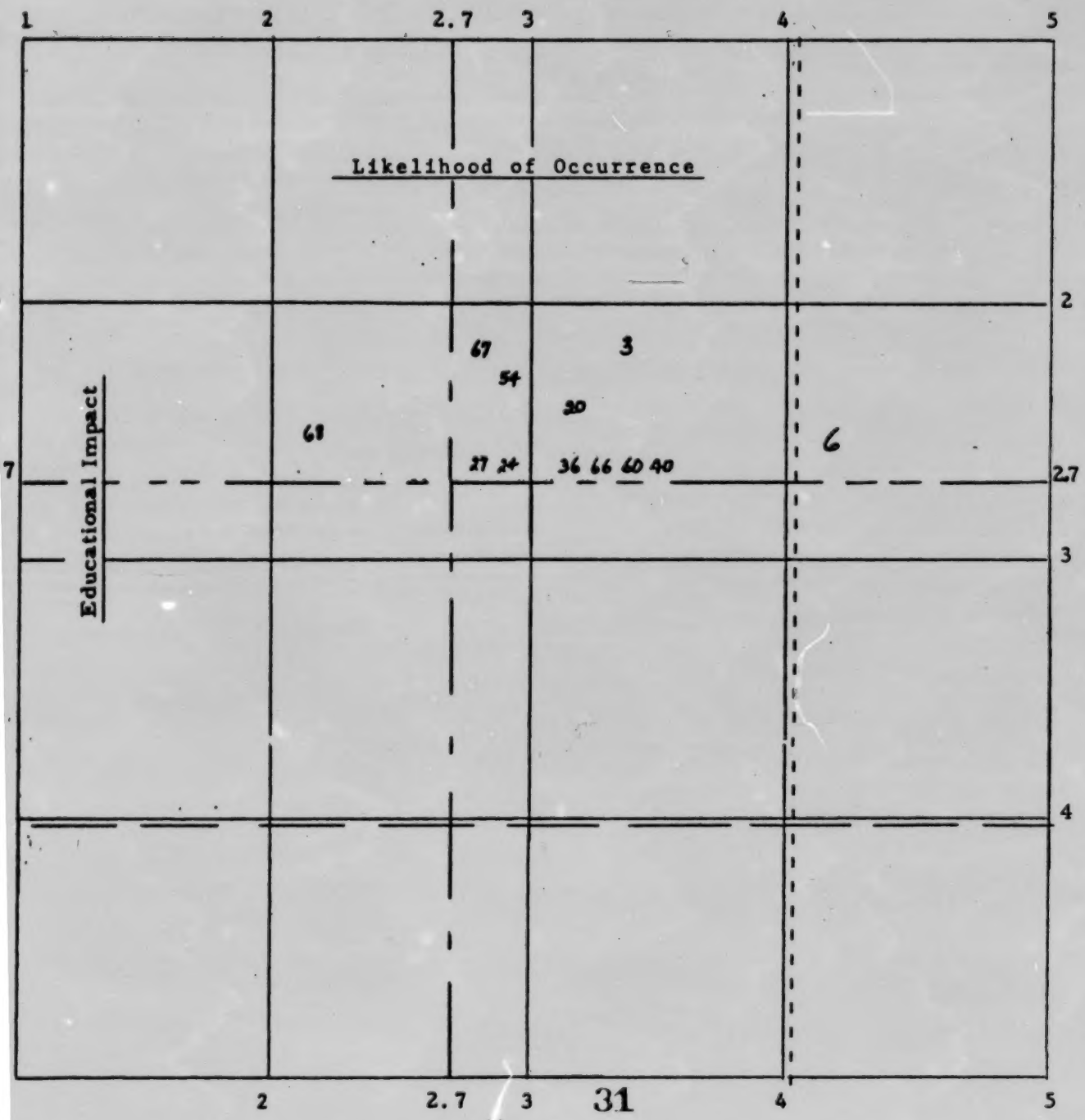


Figure 3.7 : Form B

Data Analysis Matrix

Low Educational Impact

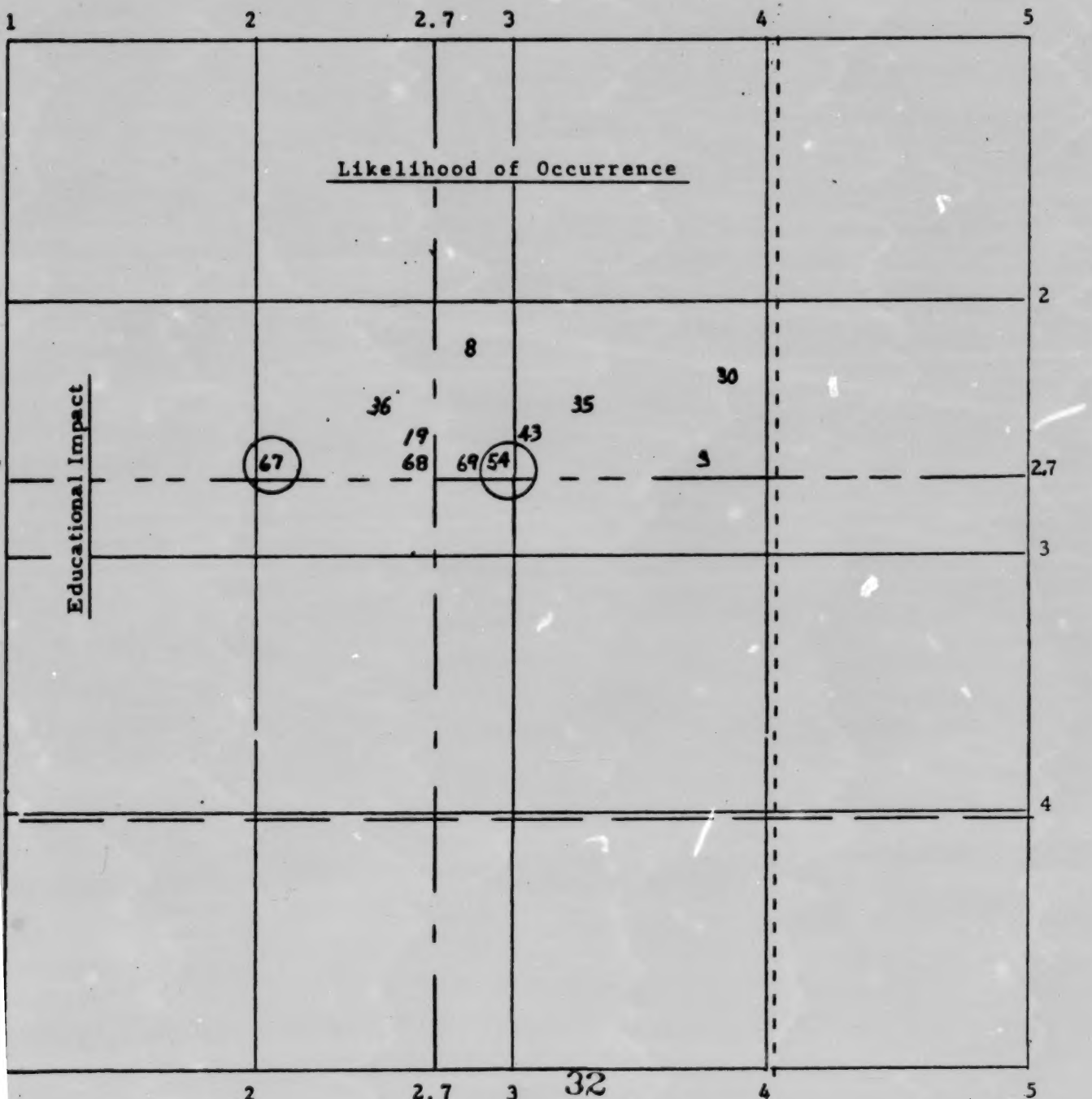


Figure 3.8: Form A

Data Analysis Matrix

High Likelihood - High Impact

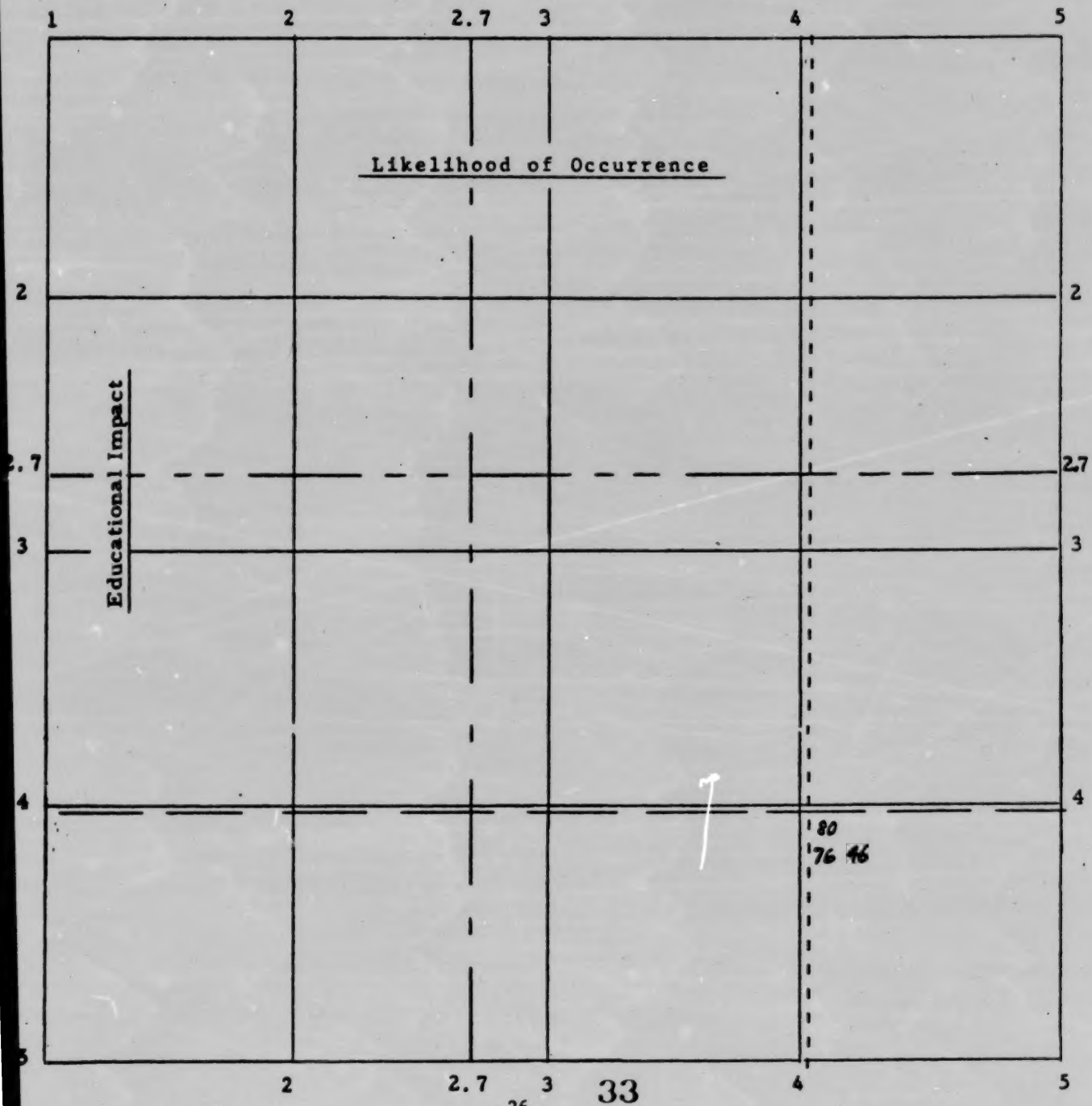
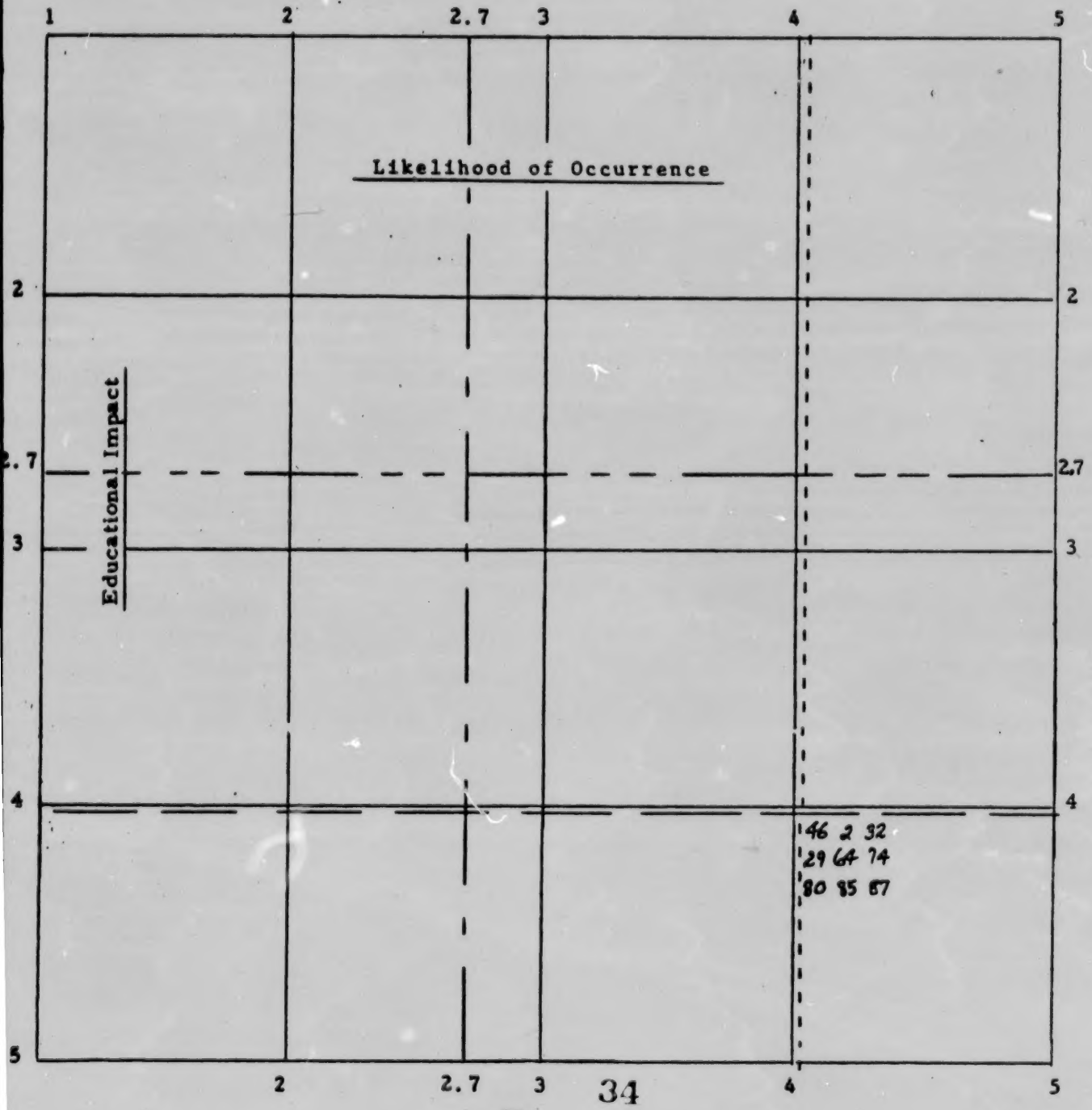


Figure 3.9: Form B

Data Analysis Matrix

High Likelihood - High Impact



Interpretations and Discussion

In an effort to present a meaningful Interpretations and Discussion section relative to the findings of this study, five brief scenarios (portraits of future time periods) were formulated from the results of the propositional inventory (SWEP Survey #1: Future Society); viz, (1) population, (2) life style, (3) technology, (4) careers, and (5) education. Hence, the following narrative focuses on these general themes.

Population:

The world's population will increase, with the "3rd world" (underdeveloped) nations experiencing the largest gains. In the United States, the overall population will increase, with most of the gains attributable to senior citizens and minorities -- especially blacks. The traditional white middle and upper class ("WASP") segment will have fewer children per family; hence, their proportion of the total population will shrink. Even though we are entering a period of scarce resources, the federal government is not likely to enact policy to control family size, and zero population growth will probably not be a socially established goal. The middle-class whites will continue to move out of densely populated urban centers leaving them inhabited, for the most part, by ethnic minority populations and the poor. Student enrollments are not expected to resume growing again in the 1980's, however, there will be continual internal enrollment shifts with which to deal.

Life Style:

Life style in the 1980's will be characterized by a shorter work week, more leisure time, less sex role stereotyping as prerequisite for particular jobs, and earlier retirements. The traditional work ethic will remain a dominant value, although hedonism will be more tolerated. Society will be increasingly

complex and pluralistic with more social stratification than we experience presently.

Scarce resources will cause us to modify our general consumption practices, and modes of transportation (away from almost complete dependence on the automobile in favor of mass transit systems). There will be greater control exercised by the federal government in most areas; especially in health, social welfare, and education.

Mental illness resulting from greater population density is not expected to increase dramatically, nor are group tensions and hostilities expected to increase significantly from today.

Technology:

American technological advances will continue, especially in the development and applications of television and computers. These and similar electronic devices will continue to revolutionize the major communicative processes; e.g., storing processing, retrieving, and disseminating of information.

The lives of all Americans will be greatly influenced and, to some degree, controlled by increased applications of the computer, i.e., banking, credit cards, drivers licenses, etc., consequently, a "computer ethic" is certain to evolve as was the case with movies and television.

The age of scarce resources will direct our efforts toward the reclamation of the world's finite resources, and to the development of alternative energy sources.

Careers:

We can expect a gradual transition from a "goods"-producing economy to a "service"-producing economy, with new paraprofessional roles in the fields of medicine, law, education, and other social services. More technicians will be needed, especially in electronics and allied fields. New careers will

blossom as a result of a multitude of services needed by an expected increase of senior citizens in the population, earlier entrance in school and/or child-care centers, and an expanded role by the federal government.

Age will be less instrumental in forcing retirement than now, owing to longer life expectancy and more senior citizen political clout. We can expect several (two or three) careers in a normal lifetime. There will be more part-time work, and greater flexibility in working hours. The largest employers will remain in and around densely populated urban centers.

More women and mothers will be in the work force, and occupational and family roles will be less stereotypic.

Education:

A high value will be placed on education in the 1980's, with a level of financial support at least as high as it is now. There will not be universal consensus regarding the goals of our public educational institutions, with the exception of providing quality programs in the basic skill areas: e.g., communication (reading, writing, listening, and speaking); computation (basic fundamentals of mathematics such as addition, subtraction, multiplication, division, fractions and decimals); basic fundamentals of science; and possibly, thinking and reasoning. The federal government will play a larger role in public education, and it will contribute a greater proportion of the resources than at present; however, a nationally standardized curriculum will be strongly resisted by the states.

Early childhood and continuing (adult) education are likely to burgeon in the 1980's; especially if one subscribes to the propositions: more leisure time, more women in the work force, changing occupational roles, and longer life expectancy. Even though the total patronage of the public schools is apt to increase dramatically (owing to early childhood and adult education), the

traditional K-12 public school enrollments are not likely to increase; rather, schools will be plagued by continual internal population shifts.

Major educational innovations will likely include: various computer applications, multisensory modes of instruction, humanization of the school environment with more student choices, and career education at all levels K-12 (predominantly in secondary schools).

Unlikely events. Some propositions that were thought unlikely to occur in the decade of the 1980's were: hedonism (the doctrine that pleasure and happiness is the sole or chief good in life), chemotheraphy (the use of drugs to increase learning and/or control divergent behavior), world government, guaranteed minimum income, round-the-clock operation in public and private enterprise, return of the middle-class from the suburbs to the city, and public schools engaging in programs to develop moral and spiritual values.

Summary of the write-in comments. The foci of this brief summary are the areas and/or facets of education thought most likely to be affected resulting from the occurrence of specific events.

There are surely undeterminable implications for education that might result owing to the occurrence of these events; one's imagination can conjure up unlimited possibilities. However, when the panel was asked to speculate the first order consequences (the most obvious) the following notions -- in order of frequency -- recurringly appeared: (1) increased costs for education, (2) massive curriculum reform, (3) changing teacher role, (4) changing teacher training programs, (5) changing teacher selection practices, (6) changing teacher staffing patterns (differentiate staff to include technical and clerical support), and (7) more flexible facility design to accommodate new programs, viz: early childhood, adult, career, computer, and multisensory.

The complete list of write-in comments is appended (See Appendix C).

Conclusions

1. Five categories of societal propositions for the 1980's were identified and reported; those categories were: (1) High Likelihood of Occurrence, (2) Low Likelihood of Occurrence, (3) High Educational Impact, (4) Low Educational Impact, and (5) High Likelihood of Occurrence - High Educational Impact (bivariate).

2. The educational areas and/or facets most likely to be heavily affected in the future (1980's) were identified and reported.

3. Question number one of Research Design No. 73-215: Evaluation Design For Skyline Wide Educational Plan, 1973-74 has been satisfactorily disposed of.

APPENDICES

Appendix A
Letter of Inquiry

SKYLINE WIDE EDUCATIONAL PLAN

SWEP

A project for planning the school of the future to serve the Dallas-Ft. Worth Metroplex.
Sponsored by the U. S. Office of Education

November 9, 1973

Dear

At the present time the Dallas Independent School District (DISD) is engaged in initial planning to identify secondary educational needs of students in the society of the 1980's and beyond. We are approaching this project without preconceptions and hope to develop a concept that will be a model for other urban centers.

To date, most of our efforts have been aimed at describing the alternative futures for the decade of the 1980's. We are not prophets; nevertheless, we must make the best possible effort to anticipate social change and structure our policy planning in terms of the most likely futures. We have conducted an in-depth review of futuristi literature from which a set of statements describing probable futures has been formulat Will you help us probe the future?

At this stage we need educated opinions from thoughtful individuals to evaluate the futuristic propositions that we have derived. The task is to appraise each statement in terms of: (1) its likelihood of occurrence, and (2) its educational impact. We are inviting input from approximately one hundred local citizens and sixty prominent national figures as sources of thoughtful opinion.

The survey questionnaire will be relatively brief and easy to respond to (see attached sample). The maximum number of propositions will be 100. We think you will find that being a participant is interesting, informative, and challenging. Your opinions will be respected and appreciated. A card has been enclosed for your convenience in informing us of your decision. If you have any questions, please call (214) 742-921 (call collect). Confidentiality is assured, and respondents will be informed as to the results. We will be grateful for your response.

Sincerely,

Gerald N. King
SWEP Project Director

Nolan Estes
General Superintendent
Dallas Independent School Distric

Write: Suite 302-303
2218 Bryan Street
Dallas, Texas 75201

Phone: (214) 742-9214

SAMPLE QUESTIONNAIRE

Following is a list of propositions regarding future society in the United States. They are the result of several months intensive research of the futuristic literature. Each proposition included in the questionnaire is traceable to either a prominent futuristic authority, or a logical source.

Concerning the propositions, we need two opinions from you:

1. The likelihood that these events will come to pass in the decade of the 1980's, and

2. The impact they will have on public education if they come to pass.

The "LIKELIHOOD OF OCCURRENCE" scale is in the left margin, and the "EDUCATIONAL IMPACT" scale is in the right margin. Please examine the scoring procedures in the sample provided below.

PROPOSITIONS REGARDING AMERICAN SOCIETY FOR THE 1980's

LIKELIHOOD OF OCCURENCE	EDUCATIONAL IMPACT
0 = no opinion	0 = no opinion
1 = low likelihood	1 = little impact
2 =	2 =
3 =	3 =
4 =	4 =
5 = high likelihood	5 = great impact

OCCURRENCE SCALE		IMPACT SCALE
	1. By the decade of the 1980's very few public schools in the United States will be segregated on the basis	
5	of race.	5

NOTE! The "5" in the left column indicates that this event will most likely occur, and the "5" in the right column indicates that when it occurs it will have high impact for education.

Letter of Transmittal

SKYLINE WIDE EDUCATIONAL PLAN

SWEP

A project for planning the school of the future to serve the Dallas-Ft. Worth Metroplex.
Sponsored by the U. S. Office of Education

November 26, 1973

Dear Fellow Planner:

Thank you for indicating your willingness to participate in our planning survey. We are sending you a Future Society questionnaire and an envelope for its return. We will appreciate your prompt reply. Why not read and mark your form right now?

To avoid overloading you, we are sending out two versions of the survey (Form A and Form B), covering different statements in the same broad categories. Each form has 92 propositions for you to react to, and space at the end for you to add ideas of your own.

The description of the future generated by this survey will be mailed to you in January. In order to record receipt of your form and to maintain our mailing records, we are using an I. D. number, shown in the upper right corner of the form. For analysis, forms will be handled without other identification, to assure confidentiality.

We will welcome any comments (pro or con) and suggestions you care to make. Thank you for your interest and your help.

Very truly yours,

Gerald N. King

Gerald N. King
Deputy Assistant Superintendent--Planning
SWEP Project Director

GNK:sp

P. S. Please return the completed questionnaire within one week. Thank you!

Write: Suite 302-303
2218 Bryan Street
Dallas, Texas 75201

Phone: (214) 742-9214

Appendix B

I. D. Number _____

SKYLINE WIDE EDUCATIONAL PLAN SURVEY #1: FUTURE SOCIETY

Instructions: Please read before beginning questionnaire.

The following questionnaire is composed of a set of propositions about future society in the world and the United States in the decade of the 1980's. They are the result of intensive research of the futuristic literature. We need two opinions from you: (1) the likelihood that these events will come to pass in the decade of the 1980's, and (2) the impact they will have on education if they do come to pass.

1. Scoring. Two scales should be used for each statement. The Likelihood of Occurrence scale is in the left margin, and the Educational Impact scale is in the right margin. Please respond to both scales! See scales below:

Likelihood of Occurrence (at left)		Educational Impact (at right)
1 = low likelihood	(0-20% chance)	1 = low impact
2 = moderately low	(21-40%)	2 = moderately low
3 = average	(41-60%)	3 = medium
4 = moderately high	(61-80%)	4 = moderately high
5 = high likelihood	(81-100%)	5 = high impact

2. The time frame we are interested in is the decade of the 1980's. If you believe an event will have occurred by this time frame (1980-1990), your response on the Likelihood Scale should be a 4 or 5. If you believe an event will not occur, or will occur after 1990, your response should be a 1 or 2.

3. For the Impact Scale the question is, "If this event occurs, what impact will it have on education?". If a significant impact would result, enter 4 or 5. If, on the other hand, little or no impact would result, enter 1 or 2.

4. Optional: Where you rate a proposition as high in impact on education (scored 4 or 5), please jot down a word or phrase (below or to the right) to suggest the area or facet of education you feel will be affected (e.g., school taxes, finances, curriculum, attendance, accountability, etc.).

5. Comparative statements refer to the year 1973 unless otherwise specified.

6. Space is provided on the last page for your propositions. Please feel free to add to the list, scoring new statements in the same manner.

General Information: Please check (X) the appropriate spaces below.

Sex: Male _____, Female _____

Age: under 30 _____, 30-39 _____

40-49 _____, 50-up _____

Occupation: _____ (please specify)

Ethnic Group: _____ (optional)

SKYLINE WIDE EDUCATIONAL PLAN SURVEY #1: FUTURE SOCIETY

FORM A

LIKELIHOOD OF OCCURRENCE		IMPACT ON EDUCATION
	In the world, in the 1980's...	
____	1. Worldwide social change will be proceeding at a rate about the same as in the last 25 years (1948-1973).	____
____	2. The developed nations of the world will have reduced their per capita share of consumption of available world resources.	____
____	3. Little progress toward world government will have been made.	____
____	4. World population will have continued to increase, with the underdeveloped countries showing greater percentage gains than the developed countries.	____
____	5. Frequent crises and a rising level of tensions will characterize the world order.	____
____	6. There will not have been a major nuclear conflict.	____
____	7. Inflation will be continuing as a long-term trend in the world economy.	____
____	8. Worldwide efforts to reduce population growth and pollution will have been generally unsuccessful.	____
	In the United States, in the 1980's...	
____	9. Population of the U. S. will be larger.	____
____	10. Zero population growth will be a socially established goal.	____
____	11. The onset of old age (beginning of handicapping loss of powers) will occur later; as a result, the length of productive adult life will be greater.	____
____	12. The trend toward urbanization will have continued, so that fewer people (in numbers and percentage) will be living in rural America.	____
____	13. Racial integration will have increased.	____
____	14. Middle-class people will be returning to the central city to live.	____

LIKELIHOOD IMPACT

In the United States, in the 1980's...

LIKELIHOOD		IMPACT
____	15. Increasing complexity of social institutions will demand longer periods of education to prepare competent citizens.	____
____	16. Useful and gratifying occupations will be available for persons unwilling or unable to master academic skills beyond a basic core of general studies.	____
____	17. Citizens of the U. S. will travel more often to other countries and will be more concerned with world problems.	____
____	18. Management of the chief institutions of the society will have become increasingly concentrated in the hands of an elite group of very intelligent, highly trained people.	____
____	19. Protection of the environment will be an accepted national goal.	____
____	20. Records relating to private concerns of individuals will be centralized and available to many persons and agencies, with resultant loss of privacy to the individual.	____
____	21. The role of government at all levels will be greater than it is today.	____
____	22. Regional systems of government which integrate the interests of several local governments will be in common use.	____
____	23. Many people will not believe or trust their leaders.	____
____	24. Governmental procedures for decision-making in environmental matters will have been established and perfected.	____
____	25. Self-government will be a cherished right of citizens.	____
____	26. Computerized simulation techniques, whose details are not comprehensible to most citizens, will be standard aids to decision-makers.	____
____	27. Small-group acts of terror will be more common.	____
____	28. Research in the social sciences will have produced powerful new tools that will be used in both the public and private sectors to enhance consensus decision-making.	____
____	29. The rate of change in the social context (i.e., in communications, housing and climate control, food production, fundamental processes of human society) will be reduced from the rate experienced in the period 1910-1970 (i.e., the "future shock" effect will be less).	____

LIKELIHOOD		IMPACT
	In the United States, in the 1980's...	
____	30. There will have been unexpected break-throughs in the physical sciences and technology, with potential for profound consequences for society (comparable, for example, to the discovery of penicillin, the development of the computer, and the birth-control pill).	____
____	31. Mass transportation will have been developed to a higher degree and will be in much more common use.	____
____	32. National library networks will be in operation.	____
____	33. Institutionalized research planning will direct technological advances toward socially desirable ends.	____
____	34. Economic and political power will be more concentrated and centralized at the national level.	____
____	35. It will be recognized that unlimited economic and material growth is not inherently good.	____
____	36. Production will be adjusted by government to levels consistent with national goals.	____
____	37. Operation round the clock, seven days a week, will be more common in social institutions such as the church, schools, child-care centers, etc.	____
____	38. A smaller proportion of the population will have incomes at or below subsistence levels.	____
____	39. Management will be much more dependent on information and on sophisticated analytic methods.	____
____	40. Corporations will give greater weight to employees' personal concerns in making personnel decisions.	____
____	41. There will be increased governmental control of the national economy.	____
____	42. Salvage and reclamation/recycling of irreplaceable raw materials and resources will have been greatly expanded.	____
____	43. There will be greater emphasis by government and private industry on increased productivity in agriculture and forestry.	____
____	44. The occupational distribution will have fewer blue-collar and more white-collar workers than at present.	____

LIKELIHOOD IMPACT

In the United States, in the 1980's...

____	45. There will be fewer jobs for unskilled workers and laborers than there are today.	____
____	46. Differentiated staffing will be more common, with proportionately more jobs for paraprofessional personnel in fields like law, medicine, education, social service, and government.	____
____	47. Available jobs will have increased more in rural and suburban areas than in urban centers.	____
____	48. Level of skills needed for job entry will be higher.	____
____	49. Labor will be opposing the "educational apprenticeship".	____
____	50. The role of the school in vocational preparation will be to impart general work skills; specific job skills will be acquired on the job.	____
____	51. Flexible hours and part-time jobs will be much more widely available than at present.	____
____	52. Few occupations will be regarded as necessarily staffed by a particular sex.	____
____	53. Retirement at earlier ages than today will be financially possible for many workers.	____
____	54. A monetary value will be assigned to full-time housewife and child-care work so that women not employed outside the home may share in social insurance benefits.	____
____	55. Humane and socially oriented ways of treating others will be more needed and more socially rewarded.	____
____	56. Creativity and imaginative thinking will be highly prized by the socially powerful elite.	____
____	57. Conformity to socially accepted norms will be less valued by a majority of the population.	____
____	58. More people will reject the work ethic.	____
____	59. "Work or starve" will be less useful as a motivator for people to produce.	____
____	60. Organized religion will have diminished in influence.	____

LIKELIHOOD IMPACT

In the United States, in the 1980's...

61. Schools will take a larger role in developing moral values in students.

62. Regulation of family size by various indirect means will be national policy.

63. Parents will be able to exercise less control over their adolescent children.

64. The percentage of the female population working for pay will have increased.

65. Child-care centers will be provided as a public service, funded by tax monies, for families of all income levels.

66. There will be a wide variety of family styles in addition to the traditional husband-wife-children family unit.

67. Paternity leave, as well as maternity leave, will be an established right of workers.

68. Use of drugs to improve intelligence and memory will be generally accepted.

69. Empirical research will have found more relationships between physiological variables and children's behavior.

70. Greater population density will be increasing emotional tensions and as a result there will be more mental illness.

71. Group tensions and hostilities will be on the increase in our national and community life.

72. Law and society will be more tolerant of variations in lifestyles.

73. More people will seek direct experiences to reduce the feeling of alienation from nature and of sensory deprivation.

74. Most people will feel a sense of depersonalization and loss of control over the conditions of their lives.

75. Student enrollment in public schools has been relatively stable in recent years; but enrollments will have resumed growing.

LIKELIHOOD IMPACT

In the United States, in the 1980's...

76. Early childhood education will be provided for most children, beginning at age three or four, in a public facility (school, day-care center, or other).

77. The age of compulsory school attendance will be lowered from the present age (currently, in Texas, sixteen years of age).

78. Students will generally attend a neighborhood school at least through the third grade.

79. Education will be viewed as a very important function and have a level of tax-supported funding at least as high as in 1973.

80. The school curriculum will include instruction in skills for coping with a complex society.

81. A basic core of general education will be provided for all students.

82. The learner will be allowed more freedom in selecting his own educational program and modes of learning.

83. Ability to read will be less important as a tool for gaining information.

84. The basic studies will include instruction in acquiring, manipulating, and organizing facts and information.

85. Education in languages, world trade, and world history will be more in demand by students.

86. Learning opportunities for students will be provided throughout the community by business and social agencies, with the school serving as broker, to structure and coordinate the students' education.

87. Students will be paid a "training stipend" if they continue in school or in school-supervised work experience beyond the age of compulsory attendance.

88. Free public education will be a basic right of all citizens regardless of age.

89. Students beyond the compulsory school age will be able to withdraw and reenter public school freely until they have exhausted their educational guarantee (currently, in Texas, 13 years).

LIKELIHOOD IMPACT

In the United States, in the 1980's...

____ 90. Instruction and organization in schools will avoid transmission of sex role stereotyping. ____

____ 91. State governments will have moved to assume a larger share of the costs of providing school facilities. ____

____ 92. A larger share of federal education funds will go to the states with the least taxable wealth per pupil. ____

ADDITIONAL PROPOSITIONS

You may have special knowledge or interests that suggest other propositions that have a high likelihood of occurrence and should be included. Please add them here and score as above. Use extra pages if you need more space.

____ 93. ____

SKYLINE WIDE EDUCATIONAL PLAN SURVEY #1: FUTURE SOCIETY

FORM B

LIKELIHOOD OF OCCURRENCE		IMPACT ON EDUCATION
	In the world, in the 1980's...	
____	1. The arms race will be continuing unabated.	____
____	2. World resources, behavior, and opinion will have more influence on life in the U. S.	____
____	3. Underdeveloped nations will be more nationalistic.	____
____	4. Interests of elite groups throughout the world and of multi-national corporations will often cut across national interests.	____
____	5. Disadvantaged people throughout the world will assert rising expectations of liberty and the pursuit of happiness and of a fair share of the material resources of the earth.	____
____	6. Underdeveloped countries will control their natural resources.	____
____	7. There will be world-wide recognition of the dangers of population growth and pollution of the biosphere.	____
____	8. The United Nations will have persisted and its influence will be enlarged.	____
	In the United States, in the 1980's...	
____	9. Minority groups will have improved their relative economic and social status.	____
____	10. The rate of population growth will be sharply reduced.	____
____	11. Average lifespan will have increased.	____
____	12. The population will include a smaller percentage of children and a larger percentage of senior citizens.	____
____	13. Population will cluster in and around some 20 to 30 large cities.	____
____	14. Society will be more homogeneous, with less cultural and geographic diversity and less social stratification.	____
____	15. Residential and work places will be located in close proximity to reduce transportation-related problems.	____

LIKELIHOOD		IMPACT
	In the United States, in the 1980's...	
____	16. The increased complexity of society will cause an increasing number (and percentage) of people to be unable to master the knowledge and skill required to be fully functioning citizens (i.e., to earn a living, provide good parenting, vote intelligently).	____
____	17. It will be national policy to provide meaningful employment to all who wish to work.	____
____	18. A guaranteed minimum income will be provided by government to all who need it, without the test of willingness to work.	____
____	19. Social status will be less closely associated with ownership of material things.	____
____	20. It will be more difficult for individuals to arrange to be alone and unobserved.	____
____	21. New national mechanisms will have been created by the federal government for planning and regulation of health, social welfare, and education.	____
____	22. Individuals will have less respect for government, law, and other authority.	____
____	23. Ever-expanding and often contradictory information and news will cause more citizens to "tune out" the discussion and decisions of leaders.	____
____	24. Intellectuals, and information and planning experts will play a much more important role in shaping and leading public policy.	____
____	25. The need for depth, continuity, and balance in long-range planning will have led to regulatory mechanisms that are not under political control, so that important sectors of society will be ruled by a meritocracy.	____
____	26. Protest politics will be widely practiced and confrontation of opposing groups will often be violent.	____
____	27. Political and social pressures to improve the lot of the senior citizen will have increased.	____
____	28. Many political decisions will be made on the basis of ad hoc coalitions rather than traditional party alignment.	____
____	29. New information will be continuing to increase exponentially.	____

LIKELIHOOD IMPACT

In the United States, in the 1980's...

____	30.	Personal vehicles will be small and inexpensive enough for most adults to own one.	____
____	31.	Information handling will be more automated.	____
____	32.	Through developments in television, a large number of different channels will be received on home sets for purposes such as education, shopping, and community news.	____
____	33.	Improved modes of dissemination will reduce the time lag between discovery and application of new technology.	____
____	34.	Economic power will be continuing to shift from the private to the public sector.	____
____	35.	Small businesses will fail or be absorbed by large corporations at about the same rate as now.	____
____	36.	Operation round the clock, seven days a week, will be more common in manufacturing, retail, and service industries.	____
____	37.	The gross national product will be slowing its rate of growth and approaching a stable state.	____
____	38.	New technologies will have many complex consequences, requiring organized planning by the responsible authority to evaluate and direct their introduction.	____
____	39.	In most institutions consensus and participatory management will be a preferred style.	____
____	40.	As a result of government policy and public concern, our pollution problems will have diminished.	____
____	41.	Shortages of various inputs (e.g., energy, material resources) will appear, often with little advance notice.	____
____	42.	Business decision-making will place more emphasis on social and humane considerations.	____
____	43.	Arrangements for joint husband/wife appointments will be more common in employment.	____
____	44.	A higher proportion of the total labor force will be employed in pollution control and environmental protection activities.	____
____	45.	A smaller proportion of the work force will be needed in goods-producing industries, while a larger proportion will be needed in the service industries.	____

LIKELIHOOD IMPACT

In the United States, in the 1980's...

____	46.	There will be more jobs for technicians than there are today.	____
____	47.	More resources will be needed to meet the health and personal needs of senior citizens.	____
____	48.	More job descriptions will require people with human skills, i.e., openness, compassion, warmth, and tolerance.	____
____	49.	Economic organizations will be planned to include young persons and will be designed for educational as well as productive efficiency.	____
____	50.	Average income of full-time female workers will be below that of male workers, but the differential will be less.	____
____	51.	Certification by demonstration of skills rather than by diploma, degree, or completion of prescribed training sequences will be in wide use and generally accepted in education, professional, and business practice.	____
____	52.	A shorter work week and more leisure time will be the rule for most workers	____
____	53.	Productivity of workers in both service and goods-producing industries will have increased.	____
____	54.	Compulsory retirement at a set age will be enforced regardless of health, ability, or desire of the worker.	____
____	55.	Esthetic and intuitive elements of thought will be valued along with the rational and theoretic, as valid ways to apprehend reality.	____
____	56.	Capacity for self-direction and self-motivation in individuals will be more necessary than at present.	____
____	57.	The "good life" will not be so easily defined as it is today.	____
____	58.	More people will reject "useful work" as a necessary part of the "good life".	____
____	59.	Hedonism will be the basic philosophy of life for more people of all social classes.	____
____	60.	Sexual relationships of varied types will be openly acknowledged and more generally tolerated.	____
____	61.	Traditional families in the United States will be smaller.	____
____	62.	Parents and children will be in better, more open communication with each other.	____

LIKELIHOOD IMPACT

In the United States, in the 1980's...

____	63.	Child-care centers will be much more numerous than at present.	____
____	64.	Most child-care centers will provide developmental and educational compcnents for children.	____
____	65.	A higher percentage of mothers of young children will work outside the home.	____
____	66.	Many couples will divide bread-winning, household, and child-care duties on grounds other than sex.	____
____	67.	Drugs will be widely used to enhance learning.	____
____	68.	Chemical control of senility will be possible, so that the "middle" years of ability to be active and useful will be extended.	____
____	69.	It will be possible to achieve chemical control of many undesirable negative, primitive, and aggressive behavioral tendencies in man.	____
____	70.	The society will be more pluralistic, with people insisting on individually selected, widely varying lifestyles.	____
____	71.	Self-identity for many people will be defined less in terms of occupation or locale and more in terms of tastes, interests, or skills.	____
____	72.	Most people will have a basic faith in the future and will be less disturbed about a possible "war of annihilation".	____
____	73.	There will be a greater consensus on standards of personal morality (e.g., respect for rights of others, honesty in money matters, and fidelity to trust.)	____
____	74.	The levels of literacy and education in the population will have risen.	____
____	75.	At present a specified number of years of free public education (elementary and secondary) is guaranteed to every individual (in Texas, 13 years); one or more years will be added to this period.	____
____	76.	Turmoil over desegregation will have largely subsided.	____
____	77.	There will be schools of many sorts with widely varying methods and organizational styles. Public schools will offer choices and students will be free to select the program and style of instruction they prefer.	____

LIKELIHOOD IMPACT

In the United States, in the 1980's...

____	78.	Educational systems will reflect larger interest groupings (counties, regions, etc.) than at present.	____
____	79.	There will be a higher level of social consensus on the desired goals of the schools.	____
____	80.	Modes of teaching and learning will be more flexible, utilizing computer-assisted, multisensory and yet-to-be-developed forms of instruction.	____
____	81.	There will be national standards for curriculum in the basic general studies offered to all students.	____
____	82.	More students will learn to see themselves as "OK", as unique and valuable persons with roles now and in the future and with the ability to shape their own futures.	____
____	83.	Basic computational skills will be de-emphasized because personal calculators will be in widespread use.	____
____	84.	Futuristic studies will be part of the curriculum.	____
____	85.	Career education and work experience will be available for all students at some time during their public school experience.	____
____	86.	Computer simulation, games, etc., will permit the student to practice career and management activities, in order to help him choose his adult role.	____
____	87.	Education will continue throughout life, to meet changing personal and occupational needs, with many institutions providing it in a variety of ways.	____
____	88.	Rapid changes in technology will cause many people to retrain frequently and often shift occupations.	____
____	89.	All curriculum areas and school facilities will be either integrated or equally available to both sexes, with equal levels of funding.	____
____	90.	State support of public schools will have been adjusted to provide for equalized educational opportunities for all pupils within all school districts and to equalize property tax burdens among the respective school districts of the state.	____

LIKELIHOOD IMPACT

In the United States, in the 1980's...

____ 91. The federal government will be providing a significantly increased proportion of the total funds for operating the public schools of the nation. ____

____ 92. Learning theory and teaching methods will have made major advances so that students will be able to learn more in less time. ____

ADDITIONAL PROPOSITIONS

You may have special knowledge or interests that suggest other propositions that have a high likelihood of occurrence and should be included. Please add them here and score as above. Use extra pages if you need more space.

____ 93. ____

Appendix C

Write-in Data

SKYLINE WIDE EDUCATIONAL PLAN SURVEY # 1: FUTURE SOCIETY

The following information was derived from write-in comments solicited in SWEP Survey Number 1. They represent the area or facet of education to be affected if and when the propositions occur.

Key:
I = Insider
O = Outsider
E = Educator

1. Worldwide social change will be proceeding at a rate about the same as in the last 25 years (1948-1973).

1.	finance	I	O E	5.	curriculum	I	O
2.	organization	I		6.	attendance		O
3.	enrollment		O	7.	pedagogy	I	
4.	taxes	I	O				

2. The developed nations of the world will have reduced their per capita share of consumption of available world resources.

1.	finance		O E	3.	materials	I	
2.	curriculum	I	O	4.	schedules	I	

3. Little progress toward world government will have been made.

1.	attitude	I		3.	curriculum		O
2.	climate	I					

4. World population will have continued to increase, with the underdeveloped countries showing greater percentage gains than the developed countries.

1.	attendance	I	O	4.	taxes	I	
2.	finance	I	O	5.	space	I	
3.	curriculum	I		6.	accountability	I	

5. Frequent crises and a rising level of tensions will characterize the world order.

1.	curriculum	I	O E	3.	attitude	I	
2.	student unrest	I					

6. There will not have been a major nuclear conflict.

1.	massive		O	2.	curriculum	I	

7. Inflation will be continuing as a long-term trend in the world economy.

1.	finance	I	O	E	3.	attendance	O
2.	taxes	I	O	E	4.	resources	I

8. Worldwide efforts to reduce population growth and pollution will have been generally unsuccessful.

1.	taxes	I			3.	curriculum	I
2.	attendance	I		E	4.	finance	I

9. Population of the U. S. will be larger.

1.	curriculum			E	5.	taxes	I
2.	attendance	I		E	6.	construction in rural and suburban areas	I
3.	more schools			E			
4.	finance	I	O				

10. Zero population growth will be a socially established goal.

1.	attendance	I			3.	finance	O
2.	taxes	I	O				

11. The onset of old age (beginning of handicapping loss of powers) will occur later; as a result, the length of productive adult life will be greater.

1.	finance		O		5.	more adult education needed	I
2.	attendance		O		6.	vocational education	I
3.	curriculum	I	O				
4.	accountability	I					

12. The trend toward urbanization will have continued, so that fewer people (in numbers and percentage) will be living in rural America.

1.	space	I			5.	district-fluctuating enrollment	E
2.	financing	I			6.	accountability	I
3.	rural construction	I			7.	curriculum	I
4.	taxes	I			8.	attendance	I

13. Racial integration will have increased.

1.	life styles	I			4.	educational policies	O
2.	curriculum	I			5.	attitude	I
3.	accountability	I					

14. Middle-class people will be returning to the central city to live.

1.	taxes	I	O		4.	better inner city schools demanded	I
2.	finance	I					
3.	buildings	I					

15. Increasing complexity of social institutions will demand longer periods of education to prepare competent citizens.

1. adult education	I		3. curriculum	I	O E
2. career education	I		4. finance	I	E
			5. continuing education		O

16. Useful and gratifying occupations will be available for persons unwilling or unable to master academic skills beyond a basic core of general studies.

1. programs	I		5. sociology courses	I	
2. finance	I	O			
3. accountability	I		6. more choices for students	I	
4. curriculum	I	O E			

17. Citizens of the U. S. will travel more often to other countries and will be more concerned with world problems.

1. increase vocational training	I		2. curriculum	I	O E

18. Management of the chief institutions of the society will have become increasingly concentrated in the hands of an elite group of very intelligent, highly trained people.

1. human relations	I		4. higher education	I
2. finance	I			
3. curriculum	I			

19. Protection of the environment will be an accepted national goal.

1. tax	I		3. accountability	I
2. curriculum	I	O		

20. Records relating to private concerns of individuals will be centralized and available to many persons and agencies, with resultant loss of privacy to the individual.

1. curriculum	E

21. The role of government at all levels will be greater than it is today.

1. loss of local control	I		3. finance	I
2. state control	I		4. curriculum	I
			5. administration	O

22. Regional systems of government which integrate the interests of several local governments will be in common use.

1. administration	O		3. organization	I
2. more government influence	I		4. finance	I

23. Many people will not believe or trust their leaders.

1.	student unrest	I		5.	fewer smaller districts and larger school districts	I	
2.	leadership training	I					
3.	curriculum	I	O				
4.	finances		E	6.	administration		O

24. Governmental procedures for decision-making in environmental matters will have been established and perfected.

1.	curriculum	I	

25. Self-government will be a cherished right of citizens.

1.	curriculum	I	E	3.	respect	I	
2.	discipline	I		4.	local board	I	

26. Computerized simulation techniques, whose details are not comprehensible to most citizens, will be standard aids to decision-makers.

1.	planning	I		6.	finances	I	
2.	curriculum	I	O E	7.	management	I	
3.	attendance		O	8.	provision	I	
4.	accountability		E	9.	government control	I	
5.	training	I					

27. Small-group acts of terror will be more common.

1.	increase computer training	I		3.	discipline	I	
2.	usage of tools	I		4.	security	I	

28. Research in the social sciences will have produced powerful new tools that will be used in both the public and private sectors to enhance consensus decision-making.

1.	more citizen involvement in educational decision-making		O	2.	curriculum	I	O E
				3.	administration		O

29. The rate of change in the social context (i.e., in communications, housing and climate control, food production, fundamental processes of human society) will be reduced from the rate experienced in the period 1910-1970 (i. e., the "future shock" effect will be less).

1.	curriculum	I	E

30. There will have been unexpected break-throughs in the physical sciences and technology, with potential for profound consequences for society (comparable, for example, to the discovery of penicillin, the development of the computer, and the birth-control pill.

1.	curriculum	I	O E	4.	instruction	I	
2.	taxes	I		5.	education	I	
3.	economy		E				

31. Mass transportation will have been developed to a higher degree and will be in much more common use.

1.	career education	I		4.	involvement	I	
2.	location			5.	building consolidation	I	
3.	attendance	I	O	6.	organization	I	

32. National library networks will be in operation.

1.	better teaching personnel	I		4.	curriculum	I	E
2.	graduate training		O	5.	taxes	I	
3.	shared resources	I		6.	organization	I	
				7.	new techniques		O

33. Institutionalized research planning will direct technological advances toward socially desirable ends.

1.	government controls	I		3.	attendance		E
2.	curriculum	I	E	4.	finances	I	
				5.	accountability		E

34. Economic and political power will be more concentrated and centralized at the national level.

1.	finance	I	E	3.	source of funds		O
2.	government control	I					

35. It will be recognized that unlimited economic and material growth is not inherently good.

1.	vocational education		O	5.	economic education		O
2.	curriculum	I	O	6.	instructional material	I	
3.	administration		O	7.	finance	I	
4.	accountability	I					

36. Production will be adjusted by government to levels consistent with national goals.

1.	vocational education		O	3.	finance		E
2.	administration		O	4.	curriculum		O

37. Operation round the clock, seven days a week, will be more common in social institutions such as the church, schools, child-care centers, etc.

1.	governance	O		7.	finance	I	E
2.	structures	O		8.	attendance	I	
3.	facilities	O		9.	taxes	I	
4.	curriculum	O		10.	accountability	I	
5.	administration	O		11.	need more teachers	I	
6.	populations-schools served	O					

38. A smaller proportion of the population will have incomes at or below subsistence levels.

1.	taxes	I	O	4.	accountability	I	
2.	economy		E	5.	finance	I	
3.	curriculum	I		6.	attendance	I	

39. Management will be much more dependent on information and on sophisticated analytic methods.

1.	finance	I		6.	programs	I	
2.	planning		O	7.	governance		O
3.	accountability		O E	8.	management	I	
4.	administration		O	9.	organization	I	
5.	curriculum		E				

40. Corporations will give greater weight to employees' personal concerns in making personnel decisions.

1.	curriculum	O

41. There will be increased governmental control of the national economy.

1.	curriculum	I	O	3.	taxes	I	
2.	finance	I	E				

42. Salvage and reclamation/recycling of irreplaceable raw materials and resources will have been greatly expanded.

1.	plant and resource utilization		O	3.	curriculum	I	O	E
2.	economy		E	4.	finance	I		

43. There will be greater emphasis by government and private industry on increased productivity in agriculture and forestry.

1.	research		O	3.	curriculum	I	O	E
2.	occupational education		O	4.	economy			E

44. The occupational distribution will have fewer blue-collar and more white-collar workers than at present.

1.	occupational education		0		3.	vocational education		E
2.	curriculum	I	0	E				

45. There will be fewer jobs for unskilled workers and laborers than there are today.

1.	curriculum	I	0	E	4.	career education	I	
2.	attendance	I			5.	instructional programs	I	
3.	vocational education		0					

46. Differentiated staffing will be more common, with proportionately more jobs for paraprofessional personnel in fields like law, medicine, education, social service, and government.

1.	curriculum	I	0	E	5.	post secondary education	0	
2.	administration		0		6.	training structures	0	
3.	tax		0					
4.	occupational education		0					

47. Available jobs will have increased more in rural and suburban areas than in urban centers.

1.	rural construction	I			3.	curriculum	I	0
2.	urban finance	I			4.	tax		0

48. Level of skills needed for job entry will be higher.

1.	career education		0		2.	curriculum	I	0 E
					3.	accountability	I	0 E

49. Labor will be opposing the "educational apprenticeship".

1.	curriculum	I		E	4.	accountability		0 E
2.	career education	I	0		5.	public relations	I	
3.	finance			E				

50. The role of the school in vocational preparation will be to impart general work skills; specific job skills will be acquired on the job.

1.	less vocational education		0		2.	curriculum	I	0 E
					3.	programs	I	

51. Flexible hours and part-time jobs will be much more widely available than at present.

1.	attendance	I	E	5.	individualized programs	I	
2.	curriculum		O	6.	part-time teachers	I	
3.	finance	I					
4.	organization	I					

52. Few occupations will be regarded as necessarily staffed by a particular sex.

1.	changes to present personnel policy	I		3.	career education for girls	I		
2.	attendance	I		4.	curriculum	I	O	E
				5.	administration	I		

53. Retirement at earlier ages than today will be financially possible for many workers.

1.	curriculum	I	E	6.	attendance	I	
2.	life sports	I		7.	adult education		O
3.	hobbies	I		8.	personnel administration	I	
4.	taxes	I					
5.	continuing education		O				

54. A monetary value will be assigned to full-time housewife and child-care work so that the women not employed outside the home may share in social insurance benefits.

1.	finance	I	O	2.	taxes		O

55. Humane and socially oriented ways of treating others will be more needed and more socially rewarded.

1.	pupil-teacher interaction	I		3.	curriculum	I	O	E
2.	processes		O	4.	administration		O	
				5.	structures		O	

56. Creativity and imaginative thinking will be highly prized by the socially powerful elite.

1.	curriculum	I	O	E	4.	values in education		O
2.	accountability	I						
3.	administration		O					

57. Conformity to socially accepted norms will be less valued by a majority of the population.

1.	accountability		O	4.	public relations	I	
2.	value change		O	5.	processes		O
3.	structures		O				

58. More people will reject the work ethic.

1.	value change	O	4.	adult education	O
2.	value systems	I	5.	curriculum	O
3.	reduce attendance	I			

59. "Work or starve" will be less useful as a motivator for people to produce.

1.	curriculum	O E	2.	value change	O

60. Organized religion will have diminished in influence.

1.	curriculum	I

61. Schools will take a larger role in developing moral values in students.

1.	public education	O	4.	replace parents	I
2.	curriculum	I O	5.	replace family	I
3.	accountability	O	6.	processes	O

62. Regulation of family size by various indirect means will be national policy.

1.	number of students	I	3.	curriculum	I O
2.	reduce enrollments	I	4.	finance	I
			5.	taxes	O
			6.	attendance	I

63. Parents will be able to exercise less control over their adolescent children.

1.	governance	O	3.	counseling	I
2.	discipline	I O	4.	attendance	I

64. The percentage of the female population working for pay will have increased.

1.	curriculum	I O	3.	administration	O
2.	taxes	I O			

65. Child-care centers will be provided as a public service, funded by tax monies, for families of all income levels.

1.	finance	I O	5.	lower age education	O
2.	curriculum	I O	6.	instruction	I
3.	taxes	I O			
4.	attendance	I			

66. There will be a wide variety of family styles in addition to the traditional husband-wife-children family unit.

1.	curriculum	I

67. Paternity leave, as well as maternity leave, will be an established right of workers.

1.	curriculum	O	3.	management	I
2.	taxes	I			

68. Use of drugs to improve intelligence and memory will be generally accepted.

1.	curriculum	I	4.	privacy	O
2.	instruction	I	5.	accountability	O
3.	manipulation	O			

69. Empirical research will have found more relationships between physiological variables and children's behavior.

1.	accountability	E	3.	instruction	I
2.	curriculum	I			

70. Greater population density will be increasing emotional tensions and as a result there will be more mental illness.

1.	curriculum	I O	3.	mental health	O
2.	pupil behavior	I	4.	instruction	I

71. Group tensions and hostilities will be on the increase in our national and community life.

1.	curriculum	I O	3.	discipline	I O
2.	violence	O			

72. Law and society will be more tolerant of variations in lifestyles.

1.	more pressure to conform	I	3.	attendance	I
			4.	curriculum	I O
2.	organization and function	I	5.	accountability	I O

73. More people will seek direct experiences to reduce the feeling of alienation from nature and of sensory deprivation.

1.	curriculum	I O			

74. Most people will feel a sense of depersonalization and loss of control over the conditions of their lives.

1.	curriculum	I	3.	instruction	I
2.	counseling	I			

75. Student enrollment in public schools has been relatively stable in recent years; but enrollments will have resumed growing.

1.	enrollment	O	4.	taxes	I O
2.	curriculum	I O	5.	finance	I O
3.	types of students	I	6.	attendance	I

76. Early childhood education will be provided for most children, beginning at age three or four, in a public facility (school, day-care center, or other).

1.	curriculum	I	O	5.	organization	I	
2.	attendance	I		6.	finance	I	O
3.	enrollment	I		7.	taxes	I	O
4.	shift in age structures		O	8.	teacher force		O

77. The age of compulsory school attendance will be lowered from the present age (currently, in Texas, sixteen years of age).

1.	continuing education		O	5.	finance	I	O
2.	alternative education	I		6.	planning		O
3.	curriculum	I	O	7.	processes		O
4.	taxes	I	O	8.	facilities		O
				9.	enrollment	I	

78. Students will generally attend a neighborhood school at least through the third grade.

1.	smaller, close to home facilities	I		3.	organization	I	
2.	attendance		E	4.	physical structures	I	

79. Education will be viewed as a very important function and have a level of tax-supported funding at least as high as in 1973.

1.	finance	I	E	3.	status-quo		O
2.	taxes	I	O	4.	curriculum	I	

80. The school curriculum will include instruction in skills for coping with a complex society.

1.	curriculum	I	O E	2.	governance		O

81. A basic core of general education will be provided for all students.

1.	curriculum	I	O	2.	status-quo	O	

82. The learner will be allowed more freedom in selecting his own educational program and modes of learning.

1.	curriculum	I	O E	2.	accountability	O	E

83. Ability to read will be less important as a tool for gaining information.

1.	more emphasis will be placed on reading methods			2.	curriculum	I	O
				3.	finance	I	
				4.	availability	I	

84. The basic studies will include instruction in acquiring, manipulating, and organizing facts and information.

1.	radical change toward literary skills	0	2.	curriculum	I 0
			3.	status quo	0

85. Education in languages, world trade, and world history will be more in demand by students.

1.	curriculum	I 0	4.	values	0
2.	teacher training	0	5.	attendance	0
3.	public education	0	6.	accountability	0

86. Learning opportunities for students will be provided throughout the community by business and social agencies, with the school serving as broker, to structure and coordinate the student's education.

1.	demands for new approaches by schools	I	7.	curriculum	I 0	E
			8.	programs	I	
2.	organization	I	9.	structure	I	
3.	too difficult to handle	I	10.	responsibility	I	
			11.	accountability	0	E
4.	laboratory experiences	I	12.	finances	0	
			13.	administration	0	
5.	alternatives to & within schooling	0	14.	public education	0	
			15.	attendance		E
6.	certification practices	0	16.	timing-recurrent education	0	

87. Students will be paid a "training stipend" if they continue in school or in school-supervised work experience beyond the age of compulsory attendance.

1.	enrollments	0	5.	less social-action curricula	0
2.	finance	0			
3.	increased academics	0	6.	structure	I
			7.	responsibility	I
4.	curriculum	I			

88. Free public education will be a basic right of all citizens regardless of age.

1.	adult education	I	4.	accountability	I
			5.	finance	0
2.	curriculum	I 0	6.	administration	0
3.	taxes	I 0			

89. Students beyond the compulsory school age will be able to withdraw and reenter public school freely until they have exhausted their educational guarantee (currently, in Texas, 13 years).

1.	finance	I	O	5.	accountability	I	
2.	curriculum	I	O	6.	attendance	I	
3.	administration		O	7.	organization	I	
4.	taxes		O				

90. Instruction and organization in schools will avoid transmission of sex role stereotyping.

1.	curriculum	I	O	4.	governance		O
2.	accountability	I		5.	salaries		O
3.	administration	I	O	6.	promotion		O

91. State governments will have moved to assume a larger share of the costs of providing school facilities.

1.	finance	I	O	E	2.	taxes	I	O E

92. A larger share of federal education funds will go to the states with the least taxable wealth per pupil.

1.	educational inclusiveness	I			3.	taxes	I	O
2.	finance	I	O	E	4.	curriculum	I	

FORM B

1. The arms race will be continuing unabated.

1.	finance		O	E	3.	trade courses	I
2.	taxes	I					

2. World resources, behavior, and opinion will have more influence on life in the U.S.

1.	curriculum	I	O	E	3.	finance	I	O E
2.	accountability	I	O					

3. Underdeveloped nations will be more nationalistic.

1.	curriculum	I	O	3.	finance	I
2.	travel	I				

4. Interests of elite groups throughout the world and of multi-national corporations will often cut across national interests.

1.	curriculum	I	O	E

5. Disadvantaged people throughout the world will assert rising expectations of liberty and the pursuit of happiness and of a fair share of the material resources of the earth.

1.	curriculum	I	O	3.	attendance	I	
2.	accountability		O	4.	education	I	

6. Underdeveloped countries will control their natural resources.

1.	finance	I		E	3.	curriculum	I
2.	need scientists	I					

7. There will be world-wide recognition of the dangers of population growth and pollution of the biosphere.

1.	curriculum	I	O	E	3.	accountability	I	
2.	declining enrollment	I			4.	finance		O

8. The United Nations will have persisted and its influence will be enlarged.

1.	curriculum	I	O

9. Minority groups will have improved their relative economic and social status.

1.	will demand higher education	I		4.	finance	I			
2.	equality through education must be achieved	I		5.	taxes	I	O	E	
3.	curriculum	I	E	6.	attendance	I	O		
				7.	school organization	I			
				8.	school politics		O		

10. The rate of population growth will be sharply reduced.

1.	finance	I	O	E	5.	chance to increase quality	I
2.	taxes	I	O				
3.	enrollment	I	O				
4.	attendance	I					

11. Average lifespan will have increased.

1.	attendance	I			4.	curriculum	I
2.	continuing education	I		E	5.	adult education	E
3.	taxes	I	O		6.	finance	O

12. The population will include a smaller percentage of children and a larger percentage of senior citizens.

1.	curriculum	I	O		5.	resistance to taxation	E
2.	continuing education		O		6.	adult education	I
3.	finance	I	O	E	7.	enrollment	I
4.	attendance	I		E			

13. Population will cluster in and around some 20 to 30 large cities.

1.	finance	I			3.	taxes	I
2.	curriculum	I			4.	overcrowding	E

14. Society will be more homogeneous, with less cultural and geographic diversity and less social stratification.

1.	curriculum	I	O	E	3.	attendance	O
2.	taxes			E			

15. Residential and work places will be located in close proximity to reduce transportation-related problems.

1.	finance	I		E	3.	school tax structure	I
2.	locating schools	I					

16. The increased complexity of society will cause an increasing number (and percentage) of people to be unable to master the knowledge and skill required to be fully functioning citizens (i.e., to earn a living, provide good parenting, vote intelligently).

1.	curriculum	I	O		3.	taxes	O
2.	accountability	I			4.	finance	O

17. It will be national policy to provide meaningful employment to all who wish to work.

1.	career education		O		4.	attendance	I
2.	vocational education	I			5.	taxes	I
3.	finance	I			6.	curriculum	I

18. A guaranteed minimum income will be provided by government to all who need it, without the test of willingness to work.

1. taxes	I	

19. Social status will be less closely associated with ownership of material things.

1. curriculum	I	

20. It will be more difficult for individuals to arrange to be alone and unobserved.

1. curriculum	I	O

21. New national mechanisms will have been created by the federal government for planning and regulation of health, social welfare, and education.

1. finance	I	O		8. federal control	I
2. accountability	I			9. diversity endangered	I
3. organization	I			10. less local control	E
4. attendance		E			
5. administration		O			
6. taxes		O			
7. curriculum		O			

22. Individuals will have less respect for government, law, and other authority.

1. curriculum	I	O	E	3. attendance	I
2. administration		O		4. security	I

23. Ever-expanding and often contradictory information and news will cause more citizens to "tune out" the discussion and decisions of leaders.

1. method of presentation	I			2. curriculum	I	O E
				3. accountability	I	

24. Intellectuals, and information and planning experts will play a much more important role in shaping and leading public policy.

1. difficulty in re-establishing equality education	I	2. curriculum	I
		3. accountability	I

25. The need for depth, continuity, and balance in long-range planning will have led to regulatory mechanisms that are not under political control, so that important sectors of society will be ruled by a meritocracy.

1. less local control	E	2. accountability	I
		3. education	I

26. Protest politics will be widely practiced and confrontation of opposing groups will often be violent.

1. curriculum	O	4. community control of schools	I
2. administration	O		
3. accountability	O		

27. Political and social pressures to improve the lot of the senior citizen will have increased.

1.	continuing education	O	3.	curriculum	
2.	retraining	I	4.	attendance	I

28. Many political decisions will be made on the basis of ad hoc coalitions rather than traditional party alignment.

1.	administration	O	3.	finance	I
2.	curriculum	I O			

29. New information will be continuing to increase exponentially.

1.	less emphasis on information and more on process and people	E	2.	curriculum	I O
			3.	cost	I
			4.	new teaching methods	I

30. Personal vehicles will be small and inexpensive enough for most adults to own one.

1.	increased demand for leisure curricula	I			

31. Information handling will be more automated.

1.	teaching methods	I	3.	curriculum	I O
			4.	finance	I
2.	greater use of data in all curricula	O	5.	flexibility	I
			6.	taxes	I
			7.	cost	I

32. Through developments in television, a large number of different channels will be received on home sets for purposes such as education, shopping, and community news.

1.	continuing education	O	3.	attendance	I E
			4.	finance	E
2.	curriculum	I O E			

33. Improved modes of dissemination will reduce the time lag between discovery and application of new technology.

1.	programs	I	3.	administration	O
2.	curriculum	I O			

34. Economic power will be continuing to shift from the private to the public sector.

1.	federal money for education	I	3.	finance	I E
			4.	taxes	I
2.	curriculum	I O			

35. Small businesses will fail or be absorbed by large corporations at about the same rate as now.

1. no effect	I		

36. Operation round the clock, seven days a week, will be more common in manufacturing, retail, and service industries.

1. curriculum	O	3. scheduling	I
2. finance	O	4. process	I

37. The gross national product will be slowing its rate of growth and approaching a stable state.

1. finance	I		

38. New technologies will have many complex consequences, requiring organized planning by the responsible authority to evaluate and direct their introduction.

1. planning instruction	I	3. teaching methods	I
2. curriculum	I O		

39. In most institutions consensus and participatory management will be a preferred style.

1. curriculum	I O	3. accountability	I
2. administration	I O		

40. As a result of government policy and public concern, our pollution problems will have diminished.

1. depends on energy trends	I	2. curriculum	I O
		3. technology	I

41. Shortages of various inputs (e.g., energy, material resources) will appear, often with little advance notice.

1. travel	I	3. curriculum	O
2. administration	O	4. finance	I

42. Business decision-making will place more emphasis on social and humane considerations.

1. curriculum	I O	2. administration	O

43. Arrangements for joint husband/wife appointments will be more common in employment.

1. administration	O	2. faculty	I

44. A higher proportion of the total labor force will be employed in pollution control and environmental protection activities.

1. career education	O	2. curriculum	I O

45. A smaller proportion of the work force will be needed in goods-producing industries, while a larger proportion will be needed in the service industries.

1.	vocational education	I O	3.	technical education	I
2.	curriculum	I O			

46. There will be more jobs for technicians than there are today.

1.	vocational education	I	3.	curriculum	I O
2.	technical education	I	4.	trades	I
			5.	career education	O

47. More resources will be needed to meet the health and personal needs of senior citizens.

1.	curriculum	I	2.	finance	O

48. More job descriptions will require people with human skills, i.e., openness, compassion, warmth, and tolerance.

1.	curriculum	I O E	2.	counseling	I

49. Economic organizations will be planned to include young persons and will be designed for educational as well as productive efficiency.

1.	cooperation with business	I	2.	curriculum	I O

50. Average income of full-time female workers will be below that of male workers, but the dirrerential will be less.

1.	curriculum	I O	2.	taxes	O

51. Certification by demonstration of skills rather than by diploma, degree, or completion of prescribed training sequences will be in wide use and generally accepted in education, professional, and business practice.

1.	teacher education; cooperation with colleges	I	4.	administration	O
			5.	finance	O
			6.	accountability	I
			7.	enrollment	I
2.	curriculum	I O	8.	attendance	I
3.	evaluation	O			

52. A shorter work week and more leisure time will be the rule for most workers.

1.	increased emphasis upon education for recreation	I	3.	attendance	I
			4.	retraining	I
			5.	adult education	I
2.	curriculum	I O			

53. Productivity of workers in both service and goods-producing industries will have increased.

1.	finance	O	3.	curriculum	I
2.	taxes	O			

54. Compulsory retirement at a set age will be enforced regardless of health, ability, or desire of the worker.

1.	curriculum	O	2.	attendance	I

55. Esthetic and intuitive elements of thought will be valued along with the rational and theoretic, as valid ways to apprehend reality.

1.	teacher training	I	2.	curriculum	I O

56. Capacity for self-direction and self-motivation in individuals will be more necessary than at present.

1.	curriculum	I O

57. The "good life" will not be so easily defined as it is today.

1.	curriculum	O

58. More people will reject "useful work" as a necessary part of the "good life".

1.	motivation	I	2.	curriculum	I

59. Hedonism will be the basic philosophy of life for more people of all social classes.

1.	reluctance to educate	O

60. Sexual relationships of varied types will be openly acknowledged and more generally tolerated.

1.	curriculum	I O	2.	attendance	O

61. Traditional families in the United States will be smaller.

1.	will affect educational planning	I	4.	attendance	I	
			5.	taxes		O
			6.	enrollment	I	
2.	fewer students	E	7.	finance	I	
3.	curriculum	I O				

62. Parents and children will be in better, more open communication with each other.

1.	curriculum	O

63. Child-care centers will be much more numerous than at present.

1.	earlier child-hood education	I	2.	curriculum	I O
			3.	finance	I O

64. Most child-care centers will provide developmental and educational components for children.

1.	earlier child-hood education	I	2.	curriculum	I O
			3.	finance	I O

65. A higher percentage of mothers of young children will work outside of the home.

1.	earlier child-hood education	I	E	3.	technical programs	O
2.	finance	I	O	4.	curriculum	I O

66. Many couples will divide bread-winning, household, and child-care duties on grounds other than sex.

NO COMMENT

67. Drugs will be widely used to enhance learning.

1.	beneficial drugs	E	3.	evaluation	I
2.	curriculum	I			

68. Chemical control of senility will be possible, so that the "middle" years of ability to be active and useful will be extended.

1.	community schools	E	4.	curriculum	I O
			5.	in-service training	I
2.	retirement age	I			
3.	retraining	I			

69. It will be possible to achieve chemical control of many undesirable negative, primitive, and aggressive behavioral tendencies in man.

1.	human behavior	E	2.	curriculum	I O

70. The society will be more pluralistic, with people insisting on individually selected, widely varying lifestyles.

1.	schools will lead the way	I	2.	curriculum	I O

71. Self-identity for many people will be defined less in terms of occupation or locale and more in terms of tastes, interests, or skills.

1. curriculum I O

72. Most people will have a basic faith in the future and will be less disturbed about a possible "war of annihilation".

NO COMMENT

73. There will be a greater consensus on standards of personal morality (e.g., respect for rights of others, honesty in money matters, and fidelity to trust.)

1.	less diversity of opinion	E	2.	curriculum	I O
			3.	finance	O

74. The levels of literacy and education in the population will have risen.

1.	more literate electorate	E	3.	taxes	O
			4.	finance	O
2.	curriculum	I O	5.	accountability	I

75. At present a specified number of years of free public education (elementary and secondary) is guaranteed to every individual (in Texas, 13 years); one or more years will be added to this period.

1.	continuing education	O	4.	taxes	O
			5.	finance	I O
2.	curriculum	I O	6.	enrollment	I
3.	cost	I			

76. Turmoil over desegregation will have largely subsided.

1.	curriculum	O	3.	still in courts	I
2.	accountability	I			

77. There will be schools of many sorts with widely varying methods and organizational styles. Public schools will offer choices and students will be free to select the program and style of instruction they prefer.

1.	fewer social conflicts	E	5.	attendance	I
			6.	accountability	I
2.	administration	O	7.	teacher training	I
3.	curriculum	I O			
4.	finance	I			

78. Educational systems will reflect larger interest groupings (counties, regions, etc.) than at present.

1.	different governing bodies	E	3.	curriculum	O
			4.	finance	I
2.	administration	O	5.	taxes	I

79. There will be a higher level of social consensus on the desired goals of the schools.

1.	public education	I	2.	accountability	I
			3.	curriculum	I O

80. Modes of teaching and learning will be more flexible, utilizing computer-assisted, multisensory and yet-to-be-developed forms of instruction.

1.	media	I	4.	cost	I
2.	finance	I	5.	curriculum	I O
3.	accountability	I	6.	taxes	I

81. There will be national standards for curriculum in the basic general studies offered to all students.

1.	local control gone	E	2.	curriculum	I O
			3.	accountability	I

82. More students will learn to see themselves as "OK", as unique and valuable persons with roles now and in the future and with the ability to shape their own futures.

1.	curriculum	I	3.	accountability	I
2.	counseling	I			

83. Basic computational skills will be de-emphasized because personal calculators will be in widespread use.

1.	higher learning ability	I	2.	curriculum	I O
			3.	mathmatics	E

84. Futuristic studies will be part of the curriculum.

1.	curriculum	I O

85. Career education and work experience will be available for all students at some time during their public school experience.

1.	school plant	E	4.	administration	O
2.	enlarging career education	I	5.	accountability	I
			6.	attendance	I
3.	curriculum	I O			

86. Computer simulation, games, etc., will permit the student to practice career and management activities, in order to help him choose his adult role.

1.	teacher training	I	3.	finance	I
			4.	accountability	I
2.	curriculum	I O	5.	counseling	E

87. Education will continue throughout life, to meet changing personal and occupational needs, with many institutions providing it in a variety of ways.

1.	adult education	I E	4.	curriculum	I O
			5.	taxes	I O
2.	programs	O	6.	attendance	I
3.	finance	I O			

88. Rapid changes in technology will cause many people to retrain frequently and often shift occupations.

1.	adult education	E	3.	taxes	I
			4.	trades	I
2.	curriculum	I O	5.	accountability	I

89. All curriculum areas and school facilities will be either integrated or equally available to both sexes, with equal levels of funding.

1.	administration	O	3.	finance	I O
2.	curriculum	O	4.	taxes	I

90. State support of public schools will have been adjusted to provide for equalized educational opportunities for all pupils within all school districts and to equalize property tax burdens among the respective school districts of the state.

1.	decrease in local $'s	E	3.	administration	O
2.	finance	O	4.	taxes	O

APPENDIX D

Master Data Tables

SWEP Survey #1: Future Society (1980's)

Sample and Subsample	(number of respondents)
Form A:	n
Total Sample	81
Insiders	34
Local Leaders	6
Outsiders	26
Futurists	14
Educators	12
Urban School Executives	4
Suburban School Executives	9
Form B:	
Total Sample	70
Insiders	28
Local Leaders	6
Outsiders	20
Futurists	12
Educators	12
Urban School Executives	5
Suburban School Executives	6

See pages 3 & 4 for a detailed description of the sample and subsamples.

Key for Master Data Tables:

The following symbols are used in the Master Data Tables pp. 77 to 110:

Q# = questionnaire item number
$\bar{X}$ = mean score
SD = standard deviation
Mo = mode. Two numbers, e.g., 4-5, in the Mo column indicate a bimodal situation. An asterisk (*) in the Mo column indicates more than two modes.
Local = local leaders
Urban S.A. = urban school executives
Suburban S.A. = suburban school executives

Master Data Table
Total Population

Form A

	Likelihood			Impact		
Q#	$\bar{X}$	SD	Mo	$\bar{X}$	SD	Mo
1.	3.2	1.3	4	3.9	1.0	4
2.	3.2	1.3	4	3.0	1.2	3-4
3.	3.4	1.3	4	2.2	1.2	1
4.	4.3	0.8	4-5	3.4	1.2	4
5.	3.8	0.9	4	3.5	1.1	4
6.	4.1	1.3	5	2.5	1.5	1
7.	4.1	0.8	4	3.6	1.2	4
8.	3.1	0.9	3-4	3.3	1.3	4
9.	4.2	1.1	5	3.7	1.0	4
10.	3.3	1.3	4	3.3	1.2	3
11.	3.8	1.1	4	3.4	1.2	4
12.	3.6	1.2	4	3.6	1.1	4
13.	4.0	0.8	4	3.6	0.9	4
14.	2.7	1.1	2	3.1	1.0	3
15.	3.2	1.2	4	3.7	1.1	4
16.	3.3	1.2	4	3.9	1.0	5
17.	3.6	0.9	4	3.3	1.0	4
18.	2.9	1.1	4	3.0	1.1	3
19.	4.0	0.8	4	3.4	1.1	4
20.	3.2	1.1	4	2.4	1.1	1-2
21.	3.9	1.0	4	3.5	1.1	4
22.	3.6	1.0	4	3.0	1.1	3
23.	3.4	1.0	3	3.0	1.2	3
24.	2.9	1.0	3	2.6	1.1	3
25.	3.2	0.9	3	2.8	1.0	3
26.	3.9	1.0	4	3.5	1.2	4
27.	2.8	1.1	3	2.6	1.1	3
28.	3.2	1.1	4	3.1	1.3	4
29.	2.5	1.2	*	3.0	1.1	3
30.	4.2	0.8	4	3.8	0.9	4
31.	4.2	0.6	4	3.3	1.1	4
32.	3.9	1.0	4	3.5	1.1	4
33.	3.1	0.7	3	3.0	0.9	3
34.	3.4	1.0	4	3.2	1.1	4
35.	3.5	1.2	4	3.2	1.1	3
36.	3.2	1.1	4	2.7	1.1	3
37.	2.9	1.3	2	3.3	1.3	4
38.	3.5	1.1	4	3.1	0.9	3
39.	3.9	1.0	4	3.4	1.1	3
40.	3.5	0.9	4	2.7	1.1	3
41.	3.9	0.9	4	3.2	1.1	3
42.	4.4	0.7	5	3.0	1.2	3-4
43.	3.9	1.0	4	3.0	1.2	3
44.	3.3	1.1	3-4	3.3	1.1	4
45.	3.6	1.2	4	3.7	1.1	4
46.	4.2	0.6	4	4.2	0.9	4-5
47.	3.1	1.1	4	2.8	1.1	2
48.	3.7	0.9	4	3.8	1.0	4
49.	2.8	1.0	3	3.1	1.1	4
50.	3.3	1.3	4	3.3	1.2	4
51.	4.0	1.0	4	3.6	1.1	4
52.	4.1	0.9	4	3.5	1.2	4
53.	4.0	1.0	4	3.3	1.2	3-4
54.	2.9	1.2	3	2.3	1.1	1
55.	3.4	1.0	4	3.2	1.2	4

Form A

	Likelihood			Impact		
Q#	$\bar{X}$	SD	Mo	$\bar{X}$	SD	Mo
56.	3.4	1.0	4	3.2	1.1	3
57.	3.1	1.2	3	3.0	1.1	3
58.	2.9	1.1	2	2.9	1.2	3
59.	3.5	1.1	4	2.8	1.2	3
60.	3.4	1.2	4	2.6	1.1	2
61.	2.9	1.2	2	3.3	1.2	3
62.	2.9	1.2	4	3.0	1.3	4
63.	3.1	1.1	4	3.4	1.1	4
64.	4.3	0.8	4-5	3.8	1.1	4
65.	3.5	1.1	4	3.5	1.0	3
66.	3.2	1.1	4	2.7	1.0	2
67.	2.8	1.3	4	2.2	1.2	1
68.	2.2	1.0	2	2.5	1.3	1
69.	3.6	0.9	4	3.5	0.9	4
70.	3.2	1.1	2	3.1	1.2	2
71.	3.0	0.9	3	3.1	1.0	4
72.	3.8	0.9	4	3.4	1.0	4
73.	3.3	1.0	3	2.9	1.0	3
74.	3.0	1.1	3	2.8	1.2	3
75.	2.8	1.1	2	3.1	1.2	4
76.	4.0	1.0	4	4.2	1.0	5
77.	2.8	1.2	4	3.2	1.4	4
78.	3.7	1.1	4	2.9	1.4	4
79.	4.3	0.8	5	3.6	1.3	5
80.	4.1	0.8	5	4.0	0.9	4
81.	4.1	0.9	4	3.4	1.2	4
82.	4.0	0.8	4	3.9	1.0	5
83.	2.2	1.2	1	3.3	1.2	4
84.	3.9	0.9	4	3.7	1.0	4
85.	3.5	0.9	4	3.4	1.1	4
86.	3.5	1.1	4	3.8	1.1	4
87.	2.8	1.1	3	3.1	1.2	4
88.	3.7	1.1	4-5	3.7	1.2	4
89.	3.3	1.0	4	3.5	1.1	3
90.	3.4	0.9	4	3.5	1.1	4
91.	3.8	1.0	4	3.5	1.1	4
92.	3.8	0.8	4	3.7	1.1	4

Master Data Table
Total Population

Form B

	Likelihood			Impact		
Q#	X	SD	Mo	$\bar{X}$	SD	Mo
1.	3.3	1.1	4	2.8	1.1	3
2.	4.2	0.9	5	4.0	1.0	4
3.	3.7	1.0	4	2.7	1.2	2
4.	3.9	1.1	4	2.9	1.1	2
5.	4.2	0.9	5	3.4	1.0	3
6.	3.5	1.1	4	2.9	1.2	3
7.	3.7	1.0	4	3.5	1.3	5
8.	2.8	0.8	3	2.2	1.0	2
9.	3.9	0.9	4	4.0	0.8	4
10.	3.8	1.1	4	4.0	1.1	4-5
11.	4.1	1.0	5	3.3	1.2	*
12.	4.1	0.9	4	3.8	1.1	4
13.	3.5	1.1	4	3.7	1.1	4
14.	2.8	1.0	2	3.1	1.1	3
15.	3.2	1.0	3	2.9	1.2	3
16.	2.8	0.9	3	3.5	1.0	4
17.	3.2	1.0	4	3.2	1.1	4
18.	2.8	1.2	2	2.8	1.1	3
19.	2.7	1.2	3	2.5	1.1	3
20.	3.6	1.1	4	2.8	1.3	2
21.	4.1	0.9	4	3.9	1.0	4
22.	2.8	0.9	3	3.4	1.1	4
23.	2.8	1.1	3	3.3	1.2	3-4
24.	3.3	0.9	4	3.5	0.9	3-4
25.	2.6	1.1	3	2.9	1.2	3
26.	2.6	1.0	2	2.8	1.3	4
27.	4.1	0.8	4	3.1	1.2	3
28.	3.5	1.0	4	2.8	1.2	3
29.	4.0	0.8	4	4.2	0.9	5
30.	3.8	1.2	5	2.3	1.1	1
31.	4.5	0.7	5	3.9	1.0	5
32.	4.3	0.8	4	4.1	0.9	4
33.	3.7	1.0	4	3.6	1.0	3
34.	3.5	1.0	3	3.2	1.1	3
35.	3.3	1.0	4	2.4	1.0	2
36.	2.5	1.3	1	2.4	1.3	1
37.	3.1	1.0	3	2.8	1.2	2-3
38.	3.9	0.8	4	3.7	1.0	4
39.	3.2	1.0	3	3.2	1.2	3
40.	3.0	1.2	4	3.0	1.2	3
41.	3.8	1.1	4	3.4	1.2	4
42.	3.3	1.0	4	3.1	1.0	4
43.	3.0	1.1	3	2.5	1.2	1
44.	3.7	1.1	4	3.1	1.1	3
45.	4.2	1.1	5	3.9	1.1	5
46.	4.1	1.0	5	4.1	0.9	4
47.	4.3	0.7	4	3.1	1.0	3
48.	3.6	0.8	4	3.6	1.0	4
49.	3.2	1.0	4	3.4	1.1	3
50.	3.9	0.9	4	3.0	1.1	3
51.	3.3	1.1	4	3.9	1.1	5
52.	4.1	0.9	4	3.7	1.0	3-4
53.	3.6	1.0	4	3.0	1.1	3
54.	2.9	1.2	2	2.7	1.4	1
55.	2.9	0.9	3	3.2	0.9	3

Form B

Q#	Likelihood $\bar{X}$	SD	Mo	Impact $\bar{X}$	SD	Mo
56.	1.4	1.1	4	3.6	1.2	3
57.	1.0	1.2	3	2.8	1.2	3
58.	2.5	1.1	2	2.9	1.2	3
59.	2.7	1.1	3	2.8	1.3	2
60.	1.8	0.9	4	3.3	1.0	3
61.	4.3	0.8	4	3.8	1.1	4
62.	3.2	1.0	3	3.1	1.1	3
63.	4.3	0.8	4	3.9	1.0	4
64.	4.1	0.7	4	4.1	0.8	4
65.	4.2	0.7	4	3.9	1.0	4
66.	3.7	0.9	4	3.1	1.0	3
67.	2.1	1.1	1	2.7	1.5	1
68.	2.7	1.2	3	2.6	1.3	1-2
69.	2.9	1.3	4	2.7	1.3	2
70.	3.5	1.0	4	3.4	1.0	3
71.	3.2	1.0	3	3.2	1.0	3
72.	2.8	1.0	3	2.8	1.0	3
73.	2.8	1.0	2	3.1	1.0	3
74.	4.0	0.8	4	4.0	0.9	4
75.	3.6	1.1	4	3.9	1.0	4
76.	3.3	1.3	4	3.6	1.1	3
77.	3.7	1.0	4	4.3	0.9	5
78.	3.5	1.1	4	3.8	1.0	4
79.	3.1	1.1	3	3.6	0.9	4
80.	4.1	0.8	4	4.3	0.9	5
81.	2.9	1.1	4	3.4	1.3	4
82.	3.4	1.0	4	3.6	1.0	4
83.	3.0	1.1	3	3.2	1.0	3
84.	3.2	1.0	3	3.3	1.1	3
85.	4.0	0.9	4	4.1	0.9	5
86.	3.8	1.1	4	3.8	1.0	4
87.	4.2	0.9	5	4.2	0.8	5
88.	3.8	1.0	4	4.2	0.8	5
89.	3.9	0.8	4	3.5	1.1	3
90.	3.7	0.9	4	3.9	1.0	5
91.	3.3	0.9	0	3.3	0.9	0
92.	3.3	0.9	0	3.4	0.9	0

Master Data Table

Form A

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
1.	A. Insider	3.3	1.3	4	3.9	0.9	4
	B. Outsider	3.0	1.4	4	4.0	1.0	4
	C. Educator	3.2	1.2	4	3.7	1.0	4
2.	A. Insider	3.2	1.2	4	3.0	1.2	2-3
	B. Outsider	3.3	1.4	2-5	2.9	1.3	4
	C. Educator	3.2	1.2	4	3.4	1.0	4
3.	A. Insider	3.6	1.2	4	2.2	1.2	1
	B. Outsider	3.6	1.4	4	1.9	1.1	1
	C. Educator	2.4	1.0	2	2.9	1.1	2
4.	A. Insider	4.3	0.8	4	3.6	1.2	4
	B. Outsider	4.3	0.9	5	3.0	1.3	4
	C. Educator	4.3	0.8	4	3.4	0.9	4
5.	A. Insider	3.9	0.8	4	3.7	1.0	4
	B. Outsider	3.7	1.0	4	3.3	1.3	4
	C. Educator	3.8	1.0	3-5	3.6	1.0	4
6.	A. Insider	4.4	0.9	5	2.7	1.5	1
	B. Outsider	4.2	1.3	5	2.2	1.4	1
	C. Educator	3.3	1.6	5	2.4	1.3	2
7.	A. Insider	4.1	0.9	4	3.8	1.1	5
	B. Outsider	4.2	0.8	4-5	3.3	1.3	4
	C. Educator	4.0	0.6	4	3.9	0.9	4
8.	A. Insider	3.2	0.9	4	3.6	1.0	4
	B. Outsider	3.0	0.6	3	3.0	1.0	3
	C. Educator	3.2	1.1	4	3.2	1.0	4
9.	A. Insider	4.4	1.0	5	3.6	1.0	3
	B. Outsider	3.9	1.4	5	3.7	1.2	5
	C. Educator	4.4	0.6	5	3.9	0.9	4
10.	A. Insider	3.3	1.2	4	3.3	1.1	3
	B. Outsider	3.3	1.3	5	3.2	1.4	2-5
	C. Educator	3.4	1.5	5	3.3	0.9	3
11.	A. Insider	3.7	1.2	4	3.2	1.3	4
	B. Outsider	4.0	1.0	4	3.7	1.0	4
	C. Educator	3.8	0.9	4	3.1	1.2	4
12.	A. Insider	3.7	1.0	4	3.6	0.9	4
	B. Outsider	3.7	1.2	5	3.6	1.1	4
	C. Educator	3.1	1.4	4	3.8	1.2	4
13.	A. Insider	4.0	0.8	4	3.8	0.9	4
	B. Outsider	4.1	0.8	4	3.5	1.0	3-4
	C. Educator	3.8	0.8	4	3.5	0.9	4
14.	A. Insider	2.8	1.2	4	3.3	1.0	3
	B. Outsider	2.7	1.0	2	3.1	1.2	3
	C. Educator	2.2	0.8	2	2.8	0.7	3
15.	A. Insider	3.4	1.2	4	3.7	1.0	4
	B. Outsider	3.2	1.1	3	3.9	1.0	4
	C. Educator	2.9	1.3	4	3.3	1.3	4
16.	A. Insider	3.5	1.2	4	4.2	1.0	5
	B. Outsider	3.0	1.2	2	3.8	1.1	5
	C. Educator	3.5	0.9	4	3.5	0.8	4

Form A

Q#	Sample	Likelihood X̄	Likelihood SD	Likelihood Mo	Impact X̄	Impact SD	Impact Mo
17.	A. Insider	3.5	0.9	3	3.2	1.0	3
	B. Outsider	3.8	0.8	4	3.4	1.0	4
	C. Educator	3.1	1.0	4	3.1	1.0	4
18.	A. Insider	2.8	1.1	2-4	3.0	1.0	3-4
	B. Outsider	3.0	1.2	4	3.2	1.2	2
	C. Educator	2.8	0.7	2-3	2.3	0.9	2
19.	A. Insider	4.2	0.7	4	3.5	1.1	3-4
	B. Outsider	3.8	0.8	4	3.2	1.1	4
	C. Educator	4.0	0.8	*	3.6	1.0	4
20.	A. Insider	3.4	1.1	4	2.7	1.1	2
	B. Outsider	3.2	1.1	4	2.2	1.2	1
	C. Educator	3.0	1.2	4	2.4	1.0	2
21.	A. Insider	4.0	0.9	4	3.8	1.0	4
	B. Outsider	3.9	1.2	4-5	3.2	1.3	4
	C. Educator	4.0	0.8	4	3.2	1.0	2-4
22.	A. Insider	3.6	1.0	4	3.2	1.1	3-4
	B. Outsider	3.6	0.9	4	2.9	1.2	3
	C. Educator	3.3	1.0	4	2.9	0.8	3
23.	A. Insider	3.3	1.1	3	2.9	1.1	3
	B. Outsider	3.6	1.0	3	3.1	1.3	3
	C. Educator	3.3	0.9	3-4	3.1	1.0	4
24.	A. Insider	3.0	1.1	3-4	2.7	1.0	3
	B. Outsider	2.9	1.0	3	2.5	1.2	*
	C. Educator	3.1	1.0	4	2.5	1.0	3
25.	A. Insider	3.3	0.8	3	2.9	1.0	3
	B. Outsider	3.0	1.0	3	2.8	1.2	3-4
	C. Educator	3.3	1.1	4	2.8	1.0	2-4
26.	A. Insider	4.1	1.0	5	3.6	1.2	5
	B. Outsider	4.0	0.8	4	3.5	1.0	4
	C. Educator	3.1	1.2	4	3.1	1.3	4
27.	A. Insider	2.8	1.1	3	2.8	1.2	3
	B. Outsider	2.9	1.1	3	2.3	1.1	1
	C. Educator	2.6	0.8	2	2.8	0.9	2
28.	A. Insider	3.0	1.2	2-4	3.0	1.2	4
	B. Outsider	3.4	0.9	4	3.2	1.3	3
	C. Educator	3.3	0.9	4	3.3	1.5	4
29.	A. Insider	2.7	1.1	3	2.9	1.0	2-3
	B. Outsider	2.2	1.2	1	3.3	1.2	3
	C. Educator	2.8	1.1	3-4	2.9	0.8	3
30.	A. Insider	4.0	1.0	4	3.9	1.0	4
	B. Outsider	4.4	0.6	4	3.7	0.8	4
	C. Educator	4.1	0.8	4	[illegible]	0.7	4
31.	A. Insider	4.3	0.7	4-5	3.6	1.1	4
	B. Outsider	4.1	0.6	4	2.9	1.0	3
	C. Educator	4.3	0.5	4	3.4	1.0	4
32.	A. Insider	4.0	1.0	4	3.6	1.2	5
	B. Outsider	3.9	0.9	5	3.7	1.0	4
	C. Educator	3.3	0.9	3-4	3.2	1.0	2-4
33.	A. Insider	3.1	0.7	3	2.9	1.0	2
	B. Outsider	3.1	0.6	3	3.0	0.8	3
	C. Educator	3.1	0.9	3	3.1	0.9	3

Form A

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
34.	A. Insider	1.4	0.8	1	1.2	0.9	1
	B. Outsider	1.7	1.0	4	1.3	1.3	4
	C. Educator	1.0	1.1	4	1.2	1.1	4
35.	A. Insider	3.7	1.3	4	3.4	1.1	3
	B. Outsider	3.6	1.2	5	3.3	1.0	3
	C. Educator	2.8	1.0	2-4	2.6	0.9	2
36.	A. Insider	3.1	1.2	4	2.6	1.1	3
	B. Outsider	3.2	1.0	3	2.6	1.0	3
	C. Educator	3.4	1.0	4	3.0	1.0	2
37.	A. Insider	2.9	1.4	2	3.2	1.3	4
	B. Outsider	3.1	1.1	*	3.9	1.0	5
	C. Educator	2.3	1.2	*	2.5	1.5	1
38.	A. Insider	3.4	1.2	4	3.3	1.0	4
	B. Outsider	3.8	1.0	4	2.9	0.8	3
	C. Educator	3.3	1.1	4	3.0	0.8	3
39.	A. Insider	3.9	1.1	4	3.5	1.1	4
	B. Outsider	4.2	0.9	5	3.3	1.1	3
	C. Educator	3.6	1.0	4	3.5	1.1	*
40.	A. Insider	3.4	0.9	3	2.7	1.1	3
	B. Outsider	3.6	1.0	4	2.5	1.2	1-2
	C. Educator	3.3	0.7	4	2.8	0.9	2-3
41.	A. Insider	3.9	1.1	4	3.3	1.1	3-4
	B. Outsider	4.0	0.6	4	3.2	1.2	2-3
	C. Educator	3.9	1.0	4-5	3.2	1.1	3-4
42.	A. Insider	4.5	0.7	5	3.1	1.2	4
	B. Outsider	4.0	0.7	4	2.6	1.0	2
	C. Educator	4.6	0.5	5	3.6	1.2	4
43.	A. Insider	3.9	1.0	4-5	2.7	1.1	3
	B. Outsider	3.7	1.0	4	2.9	1.1	3
	C. Educator	4.2	0.6	4	3.9	1.1	4
44.	A. Insider	3.4	0.9	3	3.3	1.1	3
	B. Outsider	3.6	1.1	4	3.5	0.9	4
	C. Educator	2.4	1.2	1	2.8	1.2	4
45.	A. Insider	3.7	1.0	4	3.7	1.0	3
	B. Outsider	3.4	1.3	4	3.7	1.0	4
	C. Educator	3.8	1.2	4-5	3.8	1.4	4
46.	A. Insider	4.3	0.6	4	4.2	0.9	4-5
	B. Outsider	4.1	0.6	4	4.2	0.8	5
	C. Educator	4.1	0.6	4	4.0	0.7	4
47.	A. Insider	3.2	1.1	4	2.9	1.1	2
	B. Outsider	2.8	1.1	2-3	2.7	1.1	3-4
	C. Educator	3.3	1.1	4	2.8	1.1	2
48.	A. Insider	3.7	0.9	4	3.8	1.0	4
	B. Outsider	3.6	1.0	4	3.7	1.0	4
	C. Educator	4.0	0.6	4	3.9	1.1	4
49.	A. Insider	2.8	1.1	2-3	3.2	1.0	4
	B. Outsider	2.9	0.8	3	3.0	1.2	4
	C. Educator	2.4	1.2	1	2.9	1.3	3
50.	A. Insider	3.0	1.2	4	3.2	1.2	4
	B. Outsider	3.6	1.3	4	3.4	1.3	4
	C. Educator	3.2	1.2	4	3.2	1.1	3-4

Form A

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
51.	A. Insider	4.0	0.9	4	3.9	0.9	4
	B. Outsider	4.2	0.9	5	3.7	1.1	4
	C. Educator	3.4	1.0	4	2.9	1.2	3
52.	A. Insider	4.2	1.0	5	3.8	1.2	4-5
	B. Outsider	4.0	0.8	4	3.6	1.0	4
	C. Educator	3.7	0.9	4	2.8	1.1	3
53.	A. Insider	3.9	1.1	4-5	3.3	1.2	4
	B. Outsider	4.0	1.0	4	3.4	1.2	3
	C. Educator	4.2	0.9	4-5	3.3	1.2	3-4
54.	A. Insider	2.8	1.3	3	2.4	1.1	2
	B. Outsider	2.8	1.0	2	2.1	1.1	1
	C. Educator	3.2	1.3	4	2.6	1.2	3
55.	A. Insider	3.5	1.1	3-4	3.2	1.2	4
	B. Outsider	3.4	0.9	4	3.2	1.3	3
	C. Educator	3.5	0.6	4	3.2	0.8	4
56.	A. Insider	3.4	1.1	4	3.2	1.1	4
	B. Outsider	3.4	1.0	4	3.3	1.1	3
	C. Educator	3.5	0.6	3	3.1	1.0	3
57.	A. Insider	3.3	1.0	3	3.0	0.9	3
	B. Outsider	3.0	1.2	3	3.0	1.3	3
	C. Educator	2.6	1.3	2	2.8	1.1	3
58.	A. Insider	3.0	1.1	2-4	3.1	1.1	3
	B. Outsider	3.0	1.0	2-3	2.9	1.3	3
	C. Educator	2.4	1.0	3	2.4	1.0	3
59.	A. Insider	3.6	1.0	4	2.9	1.0	3
	B. Outsider	3.5	1.1	4	2.7	1.3	1
	C. Educator	3.3	1.3	*	2.8	1.3	*
60.	A. Insider	3.4	1.3	4	2.7	1.0	2
	B. Outsider	3.7	1.0	4	2.3	1.1	1
	C. Educator	2.8	1.4	1-4	3.0	1.2	3
61.	A. Insider	2.8	1.1	2	3.2	1.2	3
	B. Outsider	2.9	1.2	3	3.4	1.3	5
	C. Educator	3.3	1.3	4	3.4	1.2	2
62.	A. Insider	3.0	1.1	4	3.0	1.2	4
	B. Outsider	3.1	1.1	4	3.4	1.2	*
	C. Educator	2.3	1.2	1	2.3	1.2	1
63.	A. Insider	3.2	1.0	4	3.3	0.9	3
	B. Outsider	3.0	1.2	3	3.4	1.3	5
	C. Educator	3.2	1.2	*	3.5	0.9	4
64.	A. Insider	4.4	0.6	4	3.8	1.1	4
	B. Outsider	4.4	0.7	5	3.7	1.2	5
	C. Educator	3.9	1.0	4	4.0	0.8	4
65.	A. Insider	3.4	1.1	4	3.4	0.9	3
	B. Outsider	3.7	0.9	4	3.9	1.0	5
	C. Educator	3.3	1.4	4	3.3	1.3	4
66.	A. Insider	3.0	1.0	4	2.5	0.9	2
	B. Outsider	3.6	1.0	4	2.9	1.1	2-4
	C. Educator	2.8	1.1	2	2.4	1.0	2
67.	A. Insider	2.6	1.2	4	2.0	1.0	1
	B. Outsider	3.0	1.2	2-4	2.4	1.4	1
	C. Educator	2.8	1.3	4	2.4	1.2	2

Form A

Qf	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
68.	A. Insider	1.9	0.7	2	2.2	0.9	2
	B. Outsider	2.8	1.1	2	3.1	1.4	3-5
	C. Educator	1.8	1.0	1	2.3	1.4	1
69.	A. Insider	3.6	0.9	4	3.5	0.9	4
	B. Outsider	3.7	0.8	4	3.5	1.0	3
	C. Educator	3.7	0.7	4	3.5	0.9	4
70.	A. Insider	3.5	1.2	4	3.4	1.0	4
	B. Outsider	3.0	1.0	2	2.8	1.3	2
	C. Educator	3.2	1.3	3	3.2	1.3	3
71.	A. Insider	3.2	1.0	3	3.3	0.9	3-4
	B. Outsider	2.9	0.8	3	3.0	1.0	3
	C. Educator	2.8	1.1	3-4	2.8	1.3	4
72.	A. Insider	4.0	0.9	4	3.7	0.9	4
	B. Outsider	3.8	0.6	4	3.2	1.0	4
	C. Educator	3.5	0.9	4	3.0	1.0	4
73.	A. Insider	3.3	0.9	3-4	3.0	0.9	3
	B. Outsider	3.4	1.0	4	3.0	1.2	3
	C. Educator	3.2	0.9	3-4	2.8	0.8	3
74.	A. Insider	2.8	1.0	3	2.9	0.9	3
	B. Outsider	3.4	1.1	4	2.8	1.4	1
	C. Educator	2.4	1.0	3	2.7	1.2	3
75.	A. Insider	3.0	1.0	4	3.1	1.2	4
	B. Outsider	2.6	1.1	2	3.2	1.3	3-4
	C. Educator	2.4	1.1	2	2.7	1.4	*
76.	A. Insider	4.1	0.9	4	4.2	1.1	5
	B. Outsider	3.9	1.0	4	4.3	0.7	5
	C. Educator	3.8	1.2	4-5	4.0	1.1	5
77.	A. Insider	2.8	1.2	2-4	3.2	1.3	4
	B. Outsider	3.0	1.2	4	3.5	1.4	4-5
	C. Educator	2.6	1.3	*	2.7	1.2	2-3
78.	A. Insider	3.8	1.1	4	3.1	1.3	4
	B. Outsider	3.5	1.1	4	2.6	1.4	1
	C. Educator	4.1	1.1	4-5	2.9	1.3	2-3
79.	A. Insider	4.4	0.7	5	3.4	1.2	4
	B. Outsider	4.0	1.0	4	3.6	1.4	5
	C. Educator	4.7	0.6	5	3.9	1.2	5
80.	A. Insider	4.1	0.6	4	3.9	0.7	4
	B. Outsider	3.9	1.0	5	4.0	1.1	5
	C. Educator	4.4	0.8	5	4.4	0.8	5
81.	A. Insider	4.1	0.9	4	3.3	1.2	3-4
	B. Outsider	4.1	1.0	4	3.4	1.3	5
	C. Educator	3.9	0.9	4	3.8	1.2	4-5
82.	A. Insider	4.0	0.8	4	3.9	1.0	4
	B. Outsider	4.1	0.7	4	4.1	0.9	5
	C. Educator	3.8	1.0	4	3.8	1.1	4
83.	A. Insider	2.1	1.1	1	2.9	1.2	3
	B. Outsider	2.1	1.2	1	3.8	1.2	4
	C. Educator	2.5	1.3	1-4	3.3	1.2	3
84.	A. Insider	3.9	0.9	4	3.7	1.1	4
	B. Outsider	4.0	0.8	4	3.9	0.9	4
	C. Educator	3.5	1.1	4	3.4	1.1	3-4

Form A

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
85.	A. Insider	3.6	0.9	4	3.4	1.0	4
	B. Outsider	3.2	1.0	4	3.4	1.2	3
	C. Educator	3.8	0.7	4	3.7	0.9	4
86.	A. Insider	3.7	0.9	4	4.0	0.9	4
	B. Outsider	3.5	1.1	4	3.8	1.2	4-5
	C. Educator	3.3	1.2	4	3.3	1.2	4
87.	A. Insider	2.7	1.1	3	3.1	1.2	4
	B. Outsider	2.6	1.0	3	3.2	1.1	4
	C. Educator	3.3	1.4	4	3.2	1.1	3
88.	A. Insider	3.8	1.2	5	3.6	1.2	4
	B. Outsider	3.6	1.1	3	3.8	1.2	4-5
	C. Educator	3.7	1.1	4	3.7	1.1	4
89.	A. Insider	3.4	1.0	3	3.5	1.0	3
	B. Outsider	3.4	0.9	4	4.0	1.1	5
	C. Educator	2.8	1.3	4	2.8	1.2	4
90.	A. Insider	3.6	0.9	4	3.8	1.0	4
	B. Outsider	3.2	0.9	3	3.3	1.1	4
	C. Educator	3.6	0.8	4	3.2	0.8	3
91.	A. Insider	3.6	1.1	4	3.4	1.2	3
	B. Outsider	3.9	0.9	4	3.5	1.2	4
	C. Educator	3.9	1.1	4	3.8	0.8	4
92.	A. Insider	3.9	0.6	4	3.8	1.1	4
	B. Outsider	3.6	0.9	4	3.7	1.0	4
	C. Educator	4.1	0.6	4	3.6	1.2	4

Master Data Table

Form B

#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
1.	A. Insider	3.4	1.0	4	2.9	1.0	4
	B. Outsider	2.9	1.0	3	2.4	1.2	1
	C. Educator	3.9	1.0	4-5	3.3	1.1	2
2.	A. Insider	4.6	0.6	5	4.2	0.9	5
	B. Outsider	4.3	0.8	5	3.8	1.1	4
	C. Educator	3.4	1.1	4	3.8	0.9	4
3.	A. Insider	3.9	0.9	4	3.0	1.1	2
	B. Outsider	3.4	1.3	3	2.2	1.2	1
	C. Educator	3.6	0.8	4	2.8	1.1	4
4.	A. Insider	4.0	1.1	5	2.9	1.0	2
	B. Outsider	4.0	0.7	4	2.8	1.2	2-4
	C. Educator	3.3	1.2	4	3.0	1.0	4
5.	A. Insider	4.4	0.7	5	3.4	0.9	3
	B. Outsider	4.2	0.9	4-5	3.5	0.9	4
	C. Educator	3.5	1.0	3-4	3.2	1.1	3
6.	A. Insider	3.5	1.2	4	2.9	1.3	3
	B. Outsider	3.6	1.0	4	2.8	1.2	2
	C. Educator	3.2	1.0	4	2.8	0.9	2-3
7.	A. Insider	3.8	1.0	4	3.5	1.2	3
	B. Outsider	3.6	1.0	4	3.2	1.4	2
	C. Educator	3.9	0.9	4	4.2	0.7	4
8.	A. Insider	2.8	0.7	3	2.3	1.1	2
	B. Outsider	2.7	0.8	2	2.1	0.9	2
	C. Educator	2.8	0.7	2-3	2.3	0.9	2-3
9.	A. Insider	4.1	1.0	5	4.3	0.7	4
	B. Outsider	3.7	0.9	4	3.9	0.9	3
	C. Educator	3.9	0.8	4	3.5	0.9	3
10.	A. Insider	4.3	0.8	5	4.2	0.9	5
	B. Outsider	3.4	1.1	4	3.7	1.2	4
	C. Educator	3.2	1.2	*	4.1	1.1	5
11.	A. Insider	4.0	1.1	5	3.3	1.4	5
	B. Outsider	4.0	1.0	4	3.4	1.1	4
	C. Educator	4.2	0.8	5	3.3	1.0	3
12.	A. Insider	4.2	0.9	5	4.0	1.1	4
	B. Outsider	3.9	1.0	4	3.8	1.0	4
	C. Educator	4.3	0.6	4	3.5	1.2	3
13.	A. Insider	3.6	1.0	3-4	3.9	1.1	4
	B. Outsider	3.5	1.1	4	3.5	1.2	*
	C. Educator	3.3	1.2	4	3.9	1.0	4
14.	A. Insider	2.8	1.1	2	3.1	1.1	4
	B. Outsider	2.7	1.0	3	3.0	1.1	3
	C. Educator	2.8	0.7	3	3.0	1.0	3
15.	A. Insider	3.2	0.8	3	2.9	1.2	3
	B. Outsider	3.0	1.1	3	2.9	1.4	2
	C. Educator	3.4	1.1	3-4	3.1	0.6	3
16.	A. Insider	2.8	1.0	2	3.4	1.1	4
	B. Outsider	2.9	0.9	3	4.0	0.9	5
	C. Educator	2.7	0.7	3	3.3	0.6	3

Form B

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
17.	A. Insider	3.1	1.0	4	3.3	1.0	4
	B. Outsider	3.2	1.1	4	3.3	1.3	4
	C. Educator	3.2	0.9	3-4	3.1	0.9	3
18.	A. Insider	2.6	1.3	2	2.8	1.3	3
	B. Outsider	3.3	1.0	4	2.9	0.9	2
	C. Educator	2.2	1.1	1-2	2.8	1.2	3
19.	A. Insider	2.9	1.2	3	2.7	1.1	3
	B. Outsider	2.8	1.1	3	2.5	1.1	3
	C. Educator	2.2	1.1	1-3	2.0	0.8	*
20.	A. Insider	4.0	1.0	4	3.0	1.3	2
	B. Outsider	3.0	1.2	4	2.3	1.1	1-3
	C. Educator	3.8	0.7	4	2.8	1.3	2
21.	A. Insider	4.4	0.8	5	4.2	0.8	4
	B. Outsider	3.8	1.1	4	3.8	1.1	4
	C. Educator	3.9	0.8	4	3.6	1.0	4
22.	A. Insider	2.8	1.0	2	3.4	1.2	3
	B. Outsider	2.9	0.9	3	3.3	1.1	4
	C. Educator	2.8	0.9	3	3.6	1.0	4
23.	A. Insider	2.6	1.1	3	3.2	1.3	3
	B. Outsider	2.8	1.1	3	3.3	1.1	3
	C. Educator	3.4	1.0	4	3.6	1.2	4
24.	A. Insider	3.3	0.8	3	3.4	1.0	3
	B. Outsider	3.2	1.1	3-4	3.4	0.9	3-4
	C. Educator	3.5	0.8	4	3.7	0.9	4
25.	A. Insider	2.6	1.1	2	2.8	1.3	3
	B. Outsider	2.5	1.0	2	3.0	1.0	2-4
	C. Educator	2.9	0.9	3	3.1	1.0	2-3
26.	A. Insider	2.5	0.9	2	2.5	1.3	1
	B. Outsider	2.6	1.1	2	3.2	1.2	4
	C. Educator	2.9	1.0	4	2.9	1.1	2
27.	A. Insider	4.3	0.7	4	3.3	1.2	2
	B. Outsider	4.1	0.7	4	3.3	1.2	3-4
	C. Educator	3.8	1.0	4	2.7	1.2	3
28.	A. Insider	3.7	1.0	4	2.9	1.0	3
	B. Outsider	3.7	0.9	4	2.9	1.3	2-3
	C. Educator	2.9	0.9	3	2.6	1.3	*
29.	A. Insider	4.2	0.7	4	4.4	0.8	5
	B. Outsider	4.1	0.7	4	4.3	0.7	4
	C. Educator	3.6	1.0	4	3.5	1.0	4
30.	A. Insider	4.0	1.2	5	2.4	1.1	2
	B. Outsider	3.5	1.2	4	2.0	1.0	1
	C. Educator	3.5	1.0	3	2.4	1.2	2
31.	A. Insider	4.6	0.7	5	4.0	1.0	5
	B. Outsider	4.6	0.5	5	4.1	0.9	4
	C. Educator	4.2	0.9	4-5	3.3	1.2	3
32.	A. Insider	4.4	0.6	4-5	4.2	0.7	4
	B. Outsider	4.2	0.8	4	3.9	1.1	4
	C. Educator	4.2	0.9	4-5	4.0	1.0	5
33.	A. Insider	3.8	1.0	4	3.7	0.8	4
	B. Outsider	3.6	0.8	4	3.3	1.1	3
	C. Educator	3.7	1.1	4	3.8	1.1	4-5

Form B

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
34.	A. Insider	3.6	1.0	3	3.5	0.9	3
	B. Outsider	3.6	0.9	4	3.0	1.2	3
	C. Educator	3.2	1.1	3-4	3.1	1.0	2&3
35.	A. Insider	3.6	0.8	3	2.6	1.0	2
	B. Outsider	3.0	1.0	2-4	2.1	0.9	2
	C. Educator	3.2	1.1	4	2.5	1.0	3
36.	A. Insider	2.5	1.3	1	2.2	1.2	1
	B. Outsider	2.5	1.2	2	2.6	1.4	1
	C. Educator	2.6	1.4	1	2.5	1.5	1
37.	A. Insider	3.3	1.1	3	2.9	1.3	3
	B. Outsider	2.9	0.9	2	2.6	1.1	2
	C. Educator	3.3	1.1	4	2.9	1.3	2-3
38.	A. Insider	3.9	1.0	4	3.6	1.2	5
	B. Outsider	4.0	0.7	4	3.9	0.7	4
	C. Educator	3.7	0.6	4	3.5	1.0	4
39.	A. Insider	3.1	1.1	2	3.0	1.3	3
	B. Outsider	3.4	0.9	3	3.4	1.0	4
	C. Educator	3.2	1.0	4	3.1	0.9	4
40.	A. Insider	3.1	1.1	4	3.2	1.1	3
	B. Outsider	2.7	1.1	2	2.5	1.2	1
	C. Educator	2.9	1.3	2-3	3.3	0.8	3
41.	A. Insider	3.8	1.1	5	3.4	1.1	3
	B. Outsider	4.3	0.7	4	3.5	1.2	4
	C. Educator	3.1	1.3	2	3.3	1.3	4
42.	A. Insider	3.5	0.9	4	3.0	1.1	4
	B. Outsider	3.2	0.9	3	3.1	1.0	4
	C. Educator	2.8	1.0	2-4	3.2	1.0	4
43.	A. Insider	3.1	1.1	3	2.5	1.4	1
	B. Outsider	3.3	1.0	4	2.3	1.1	1
	C. Educator	2.4	1.0	2	2.6	1.0	2
44.	A. Insider	3.8	1.1	4	3.1	1.1	4
	B. Outsider	3.7	0.9	4	3.1	1.1	2-3
	C. Educator	3.2	1.2	4	3.1	1.2	3
45.	A. Insider	4.4	1.0	5	4.1	1.0	5
	B. Outsider	4.1	1.1	4-5	3.7	1.1	4
	C. Educator	3.8	1.1	4-5	3.8	1.1	3-5
46.	A. Insider	4.5	0.8	5	4.2	0.8	5
	B. Outsider	3.7	1.1	4	3.8	0.9	4
	C. Educator	4.1	0.6	4	4.3	0.9	5
47.	A. Insider	4.5	0.6	5	3.1	1.0	2
	B. Outsider	4.2	0.7	4	3.1	1.1	3-4
	C. Educator	4.0	0.8	4	3.2	0.9	3
48.	A. Insider	3.6	0.9	4	3.5	1.1	4
	B. Outsider	3.5	0.7	4	3.6	0.9	4
	C. Educator	3.8	0.7	4	3.8	0.8	4
49.	A. Insider	3.3	1.2	4	3.4	1.3	4-5
	B. Outsider	3.0	0.8	3	3.4	0.9	3-4
	C. Educator	3.3	0.8	4	3.3	0.8	3
50.	A. Insider	3.8	1.1	4	3.1	1.0	3
	B. Outsider	4.0	0.6	4	2.8	1.2	4
	C. Educator	3.8	0.8	4	3.0	0.8	*

Form B

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
51.	A. Insider	3.4	1.2	4	3.8	1.3	5
	B. Outsider	3.4	0.9	3	4.2	0.9	4-5
	C. Educator	2.8	1.1	2	3.7	1.0	4
52.	A. Insider	4.3	0.7	4	3.9	0.8	3
	B. Outsider	3.9	1.1	5	3.4	1.2	*
	C. Educator	3.8	0.9	4	3.8	0.9	4
53.	A. Insider	3.8	1.0	4	3.2	1.0	3
	B. Outsider	3.5	0.9	4	2.8	1.2	3
	C. Educator	3.3	1.1	3	3.1	1.0	2-3
54.	A. Insider	3.1	1.2	3	2.7	1.2	2
	B. Outsider	2.7	1.3	2	2.7	1.6	1
	C. Educator	2.5	1.0	2	2.9	1.3	4
55.	A. Insider	3.1	0.9	3	3.2	0.9	3
	B. Outsider	2.8	0.8	3	3.3	1.0	4
	C. Educator	2.6	0.9	3	3.0	0.9	3
56.	A. Insider	3.4	1.2	3-4	3.5	1.3	4-5
	B. Outsider	3.5	0.9	4	3.8	0.9	3
	C. Educator	3.2	0.9	3-4	3.3	1.2	2-3
57.	A. Insider	2.9	1.1	2	2.6	1.1	3
	B. Outsider	3.1	1.3	3	3.1	1.4	2-4
	C. Educator	2.9	0.9	3	2.6	0.8	3
58.	A. Insider	2.4	1.1	2	2.9	1.4	1
	B. Outsider	2.8	1.1	2	3.2	1.0	3
	C. Educator	2.2	1.0	1-3	2.3	1.0	2
59.	A. Insider	2.6	1.1	2	2.9	1.4	2-4
	B. Outsider	2.7	1.1	3	2.9	1.2	3
	C. Educator	2.7	0.9	3	2.5	1.2	*
60.	A. Insider	3.9	0.8	4	3.4	0.9	3
	B. Outsider	4.0	0.7	4	3.2	1.2	2
	C. Educator	3.3	1.0	4	3.3	0.9	3
61.	A. Insider	4.4	0.6	4	3.9	1.2	5
	B. Outsider	4.3	0.8	4-5	3.8	1.1	4
	C. Educator	3.9	1.0	4	3.8	0.8	4
62.	A. Insider	3.3	1.1	4	3.3	1.0	3
	B. Outsider	3.1	0.8	3	3.0	1.2	3
	C. Educator	3.0	1.1	3	3.0	0.8	3
63.	A. Insider	4.4	0.7	5	4.0	0.9	5
	B. Outsider	4.4	0.7	4-5	3.8	1.1	4-5
	C. Educator	3.8	0.9	4	3.7	0.9	4
64.	A. Insider	4.4	0.7	5	4.3	0.8	5
	B. Outsider	4.0	0.8	4	4.0	0.9	4
	C. Educator	3.8	0.6	4	3.8	0.7	4
65.	A. Insider	4.4	0.7	5	3.9	1.1	4
	B. Outsider	4.1	0.4	4	3.9	1.0	4
	C. Educator	3.7	0.9	4	4.1	0.6	4
66.	A. Insider	3.8	0.8	4	3.1	1.1	3
	B. Outsider	3.7	0.8	3-4	2.9	1.1	2
	C. Educator	3.3	1.0	4	3.1	0.6	3
67.	A. Insider	1.9	1.1	1	2.1	1.4	1
	B. Outsider	2.5	1.0	3	3.0	1.3	2
	C. Educator	1.8	0.9	1	3.3	1.5	5

Form B

#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
68.	A. Insider	2.6	1.3	*	2.6	1.5	1
	B. Outsider	2.8	1.1	*	2.6	1.1	2
	C. Educator	2.6	1.0	3	2.7	1.4	*
69.	A. Insider	2.8	1.4	1-4	2.4	1.3	1-2
	B. Outsider	2.9	1.1	2-4	2.8	1.4	1
	C. Educator	3.3	1.1	3	3.3	1.2	2-4
70.	A. Insider	3.7	1.0	4	3.5	1.1	4
	B. Outsider	3.5	0.7	3	3.4	0.9	3
	C. Educator	2.9	1.1	3	3.2	1.0	3
71.	A. Insider	3.3	1.1	3-4	3.3	1.0	3
	B. Outsider	3.4	0.7	3-4	3.3	1.0	3
	C. Educator	2.8	0.8	3	2.8	1.0	3
72.	A. Insider	2.9	1.0	2-3	2.8	1.0	2
	B. Outsider	2.9	0.9	3	2.7	1.0	3
	C. Educator	2.7	1.1	3	2.8	0.8	3
73.	A. Insider	2.9	1.1	3	3.1	1.0	3
	B. Outsider	2.6	0.9	2	3.0	0.8	3
	C. Educator	2.7	1.0	2	3.2	1.1	4
74.	A. Insider	4.2	0.7	4	4.0	0.8	4
	B. Outsider	4.0	0.7	4	4.0	0.9	4
	C. Educator	3.8	1.2	4-5	4.1	1.0	5
75.	A. Insider	3.8	1.1	4	3.7	1.1	4
	B. Outsider	3.4	1.1	4	4.1	0.9	5
	C. Educator	3.7	0.9	4	4.3	0.7	4-5
76.	A. Insider	3.5	1.4	4	3.7	1.0	3
	B. Outsider	2.9	1.2	2-4	3.4	1.1	3
	C. Educator	3.3	1.1	2-4	3.6	1.0	4
77.	A. Insider	3.9	1.1	5	4.2	0.9	5
	B. Outsider	3.4	0.9	4	4.5	0.7	5
	C. Educator	3.5	1.0	4	4.3	0.9	5
78.	A. Insider	3.9	1.0	4	3.7	1.0	4
	B. Outsider	3.4	1.2	4	3.8	0.9	4
	C. Educator	2.9	1.2	3	3.8	1.2	4-5
79.	A. Insider	3.1	1.1	3	3.5	0.8	4
	B. Outsider	2.7	1.1	2	3.6	1.2	4
	C. Educator	3.4	0.8	3	3.8	0.7	3-4
80.	A. Insider	4.2	0.6	4	4.2	0.8	4
	B. Outsider	3.9	1.0	4	4.2	1.0	5
	C. Educator	4.0	0.6	4	4.4	0.6	5
81.	A. Insider	3.0	1.2	4	3.0	1.2	4
	B. Outsider	2.8	1.0	*	3.6	1.3	4
	C. Educator	2.6	1.2	4	4.0	0.9	3-5
82.	A. Insider	3.5	0.9	4	3.5	1.1	3-4
	B. Outsider	3.2	1.1	4	3.6	1.1	4
	C. Educator	3.3	0.8	4	3.7	0.7	4
83.	A. Insider	2.9	1.2	3	3.0	1.1	3
	B. Outsider	3.1	1.0	4	3.1	0.9	3
	C. Educator	2.8	1.2	3	3.8	0.8	4
84.	A. Insider	3.2	0.9	3	3.2	1.1	3
	B. Outsider	3.1	1.2	3	3.3	1.3	3-4
	C. Educator	3.2	1.0	3	3.6	0.9	3

Form B

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
85.	A. Insider	4.0	0.8	4	4.0	0.8	4
	B. Outsider	3.7	1.2	4-5	4.1	1.1	5
	C. Educator	4.3	0.6	4	4.3	0.6	4
86.	A. Insider	3.8	1.1	5	3.7	1.1	4-5
	B. Outsider	3.8	1.1	4	3.8	1.1	4
	C. Educator	3.8	0.9	4	3.9	0.8	4
87.	A. Insider	4.4	0.7	5	4.4	0.8	5
	B. Outsider	4.0	1.0	4-5	4.0	0.8	4
	C. Educator	4.0	0.8	4	4.1	0.8	4
88.	A. Insider	4.0	0.9	5	4.3	0.8	5
	B. Outsider	3.7	0.8	4	3.9	0.9	4
	C. Educator	3.8	1.2	4-5	4.3	0.6	4
89.	A. Insider	3.9	0.8	4	3.7	1.0	3
	B. Outsider	3.9	0.7	4	3.3	1.2	*
	C. Educator	4.0	1.1	4	3.4	1.3	*
90.	A. Insider	3.6	0.9	3	3.8	0.9	3-4
	B. Outsider	3.5	0.9	4	4.1	1.0	5
	C. Educator	4.0	1.1	4	4.2	1.0	5
91.	A. Insider	3.0	0.2	0	3.0	0.2	0
	B. Outsider	3.7	0.9	4	3.4	1.4	5
	C. Educator	3.5	1.4	5	3.7	0.9	4
92.	A. Insider	3.0	0.2	0	3.0	0.2	0
	B. Outsider	3.5	1.0	4	3.8	0.9	4
	C. Educator	3.6	1.3	2-5	3.8	1.4	5

Master Data Table

Form A

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
1.	A. Local	2.5	1.3	1-4	4.0	0.8	*
	B. Futurists	2.9	1.2	3-4	3.6	1.3	4-5
	C. Urban S.A.	3.3	0.8	4	4.5	0.5	4-5
	D. Suburban S.A.	3.1	1.2	4	3.8	0.9	4
2.	A. Local	3.8	0.7	4	4.0	0.8	4-5
	B. Futurists	3.2	1.5	5	3.1	1.4	*
	C. Urban S.A.	3.3	0.8	4	3.8	0.8	3
	D. Suburban S.A.	3.1	1.0	4	3.7	0.5	4
3.	A. Local	3.5	1.4	3-5	2.5	1.0	2-3
	B. Futurists	3.6	1.2	4	2.1	1.1	1-2
	C. Urban S.A.	4.0	1.2	5	3.0	1.6	*
	D. Suburban S.A.	2.3	1.2	1	3.0	1.1	2
4.	A. Local	4.3	0.7	5	3.7	1.1	3-5
	B. Futurists	4.4	1.1	5	3.1	1.5	3-5
	C. Urban S.A.	3.5	1.5	4	3.8	1.6	5
	D. Suburban S.A.	4.2	0.9	4-5	3.6	0.5	4
5.	A. Local	4.3	1.1	5	4.2	1.1	5
	B. Futurists	3.5	0.8	4	2.9	1.1	4
	C. Urban S.A.	3.5	0.5	3-4	4.3	0.4	4
	D. Suburban S.A.	4.0	1.1	5	3.7	1.1	4
6.	A. Local	4.8	0.4	5	3.7	1.9	5
	B. Futurists	4.1	1.0	5	2.7	1.6	*
	C. Urban S.A.	4.5	0.9	5	3.5	1.7	5
	D. Suburban S.A.	3.2	1.6	5	2.8	1.2	2
7.	A. Local	4.3	0.7	5	4.3	0.9	5
	B. Futurists	3.9	0.9	4	3.1	1.3	4
	C. Urban S.A.	3.5	1.1	*	4.8	0.4	5
	D. Suburban S.A.	4.0	0.5	4	3.9	0.9	4
8.	A. Local	2.5	0.5	2-3	3.3	0.5	3
	B. Futurists	3.0	0.8	3	2.9	1.2	2-3
	C. Urban S.A.	3.0	1.0	2-4	4.5	0.5	4-5
	D. Suburban S.A.	3.2	1.0	4	3.7	0.5	4
9.	A. Local	4.8	0.4	5	3.2	1.1	4
	B. Futurists	4.4	0.6	5	3.8	1.2	5
	C. Urban S.A.	4.5	0.9	5	4.5	0.5	4-5
	D. Suburban S.A.	4.7	0.5	5	4.1	0.6	4
10.	A. Local	3.2	1.6	2-5	2.5	1.1	3
	B. Futurists	3.4	0.9	4	3.0	1.3	2
	C. Urban S.A.	2.5	1.1	*	4.0	0.7	4
	D. Suburban S.A.	3.0	1.5	*	3.2	0.6	3
11.	A. Local	3.2	1.3	4	2.8	1.3	2
	B. Futurists	3.6	0.8	4	3.7	0.9	4
	C. Urban S.A.	4.0	1.2	5	4.0	1.2	5
	D. Suburban S.A.	3.6	1.0	4	3.0	1.2	4
12.	A. Local	3.0	1.3	*	3.5	1.3	4
	B. Futurists	3.8	1.2	5	3.5	1.2	3-5
	C. Urban S.A.	3.0	1.2	4	4.5	0.5	4-5
	D. Suburban S.A.	2.8	1.2	4	3.7	1.1	4
13.	A. Local	3.8	0.7	4	3.8	0.7	4
	B. Futurists	3.8	0.9	4	3.6	1.0	4
	C. Urban S.A.	3.8	0.8	3	4.3	0.8	5
	D. Suburban S.A.	3.7	0.8	4	3.7	0.8	4

Form A

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
14.	A. Local	3.2	0.7	3-4	3.0	0.0	3
	B. Futurists	3.1	1.1	4	3.1	1.2	3
	C. Urban S.A.	2.5	1.1	*	3.5	0.5	3-4
	D. Suburban S.A.	2.2	0.8	2	3.0	0.5	3
15.	A. Local	3.7	1.4	4-5	3.7	1.4	4-5
	B. Futurists	3.4	1.0	4	3.7	1.0	4
	C. Urban S.A.	3.0	1.2	4	4.3	0.4	4
	D. Suburban S.A.	3.0	1.2	4	3.4	1.3	4
16.	A. Local	4.2	1.1	5	4.7	0.8	5
	B. Futurists	2.6	1.1	2	3.2	1.0	3
	C. Urban S.A.	3.0	1.6	*	4.0	1.2	5
	D. Suburban S.A.	3.4	1.0	4	3.4	0.8	4
17.	A. Local	3.7	0.7	5	3.7	1.1	3-5
	B. Futurists	4.1	0.6	4	3.6	1.1	4
	C. Urban S.A.	3.8	0.4	4	2.8	1.1	3
	D. Suburban S.A.	3.2	1.1	4	3.3	0.8	4
18.	A. Local	2.3	1.2	*	3.2	1.1	4
	B. Futurists	3.0	1.0	3	3.4	1.3	2-5
	C. Urban S.A.	2.5	0.9	2	3.5	0.5	3-4
	D. Suburban S.A.	2.7	0.7	2-3	2.4	0.8	2
19.	A. Local	4.7	0.7	5	4.0	1.2	5
	B. Futurists	3.9	0.6	4	3.1	1.0	3
	C. Urban S.A.	4.8	4.3	5	4.5	0.5	4-5
	D. Suburban S.A.	3.8	0.8	3	3.7	0.5	4
20.	A. Local	3.0	1.5	2-5	2.3	1.4	1-2
	B. Futurists	3.1	1.0	2	2.6	1.4	1-2
	C. Urban S.A.	3.5	1.1	*	3.3	0.8	4
	D. Suburban S.A.	3.3	1.2	4	2.8	0.8	2
21.	A. Local	3.2	1.1	4	3.7	1.1	3-5
	B. Futurists	3.6	0.8	3	2.9	1.1	3
	C. Urban S.A.	4.0	0.7	4	4.8	0.4	5
	D. Suburban S.A.	3.8	0.8	4	3.6	0.8	4
22.	A. Local	3.7	0.9	4	3.5	1.0	3-4
	B. Futurists	3.4	1.0	4	2.9	1.1	3
	C. Urban S.A.	3.3	1.5	*	4.5	0.5	4-5
	D. Suburban S.A.	3.1	1.0	4	3.1	0.7	3
23.	A. Local	2.8	1.2	3	2.8	0.7	3
	B. Futurists	3.4	0.8	3	2.9	1.1	2-3
	C. Urban S.A.	[illegible]	0.4	4	4.0	0.7	4
	D. Suburban S.A.	3.2	0.8	4	3.2	1.0	4
24.	A. Local	3.7	0.9	4	3.0	1.2	4
	B. Futurists	2.6	0.8	3	2.4	1.2	2
	C. Urban S.A.	2.5	1.5	2	2.8	1.3	4
	D. Suburban S.A.	3.1	1.0	4	2.8	1.0	3
25.	A. Local	3.2	0.7	3-4	3.3	0.5	*
	B. Futurists	3.1	1.2	4	2.9	1.3	4
	C. Urban S.A.	3.0	0.7	*	3.3	0.4	3
	D. Suburban S.A.	3.6	1.0	4	3.2	0.8	4
26.	A. Local	4.2	0.9	5	4.2	0.9	5
	B. Futurists	3.8	0.9	4	3.5	1.1	3-4
	C. Urban S.A.	4.5	0.5	4-5	4.3	0.8	5
	D. Suburban S.A.	3.3	1.1	4	3.8	0.9	4
27.	A. Local	2.2	1.1	1-2	2.3	1.1	1-3
	B. Futurists	2.9	1.0	3	2.2	1.1	2
	C. Urban S.A.	3.5	1.1	*	4.3	0.8	5
	D. Suburban S.A.	2.6	0.7	2	3.1	0.9	4

Form A

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
28.	A. Local	3.2	1.6	4	3.3	1.7	*
	B. Futurists	3.4	1.0	4	3.1	1.3	4
	C. Urban S.A.	2.8	0.4	3	3.0	0.7	3
	D. Suburban S.A.	3.7	0.8	4	3.7	1.3	4-5
29.	A. Local	1.8	0.9	1	3.5	1.4	5
	B. Futurists	2.2	1.2	1	3.2	1.1	3
	C. Urban S.A.	2.0	0.7	2	3.8	0.8	3
	D. Suburban S.A.	2.7	1.1	3	3.2	0.6	3
30.	A. Local	4.8	0.4	5	4.3	0.7	5
	B. Futurists	4.1	0.7	4	4.0	0.8	4
	C. Urban S.A.	3.5	0.9	4	3.8	1.1	4
	D. Suburban S.A.	4.2	0.4	4	4.0	0.5	4
31.	A. Local	5.0	0.0	5	3.8	0.7	4
	B. Futurists	4.1	0.6	4	3.1	1.2	2
	C. Urban S.A.	4.5	0.9	5	3.8	1.1	4
	D. Suburban S.A.	4.2	0.4	4	3.8	0.9	4
32.	A. Local	4.0	1.5	5	3.5	1.3	4
	B. Futurists	3.8	0.9	*	3.9	1.0	4
	C. Urban S.A.	3.8	1.1	4	3.5	1.1	*
	D. Suburban S.A.	3.3	0.9	3-4	3.3	0.9	3-4
33.	A. Local	3.5	0.8	4	3.2	1.1	4
	B. Futurists	3.3	0.7	3	3.2	0.8	3
	C. Urban S.A.	3.0	0.7	3	2.5	1.1	*
	D. Suburban S.A.	3.1	0.9	3	3.3	0.5	3
34.	A. Local	3.2	1.3	4	3.2	1.3	4
	B. Futurists	3.1	0.9	3	3.1	1.5	5
	C. Urban S.A.	3.8	0.8	3	4.3	0.4	4
	D. Suburban S.A.	3.1	1.1	4	3.4	1.0	4
35.	A. Local	3.2	1.5	5	3.2	1.1	2
	B. Futurists	3.4	1.2	3	3.4	0.9	4
	C. Urban S.A.	4.5	0.5	4-5	4.3	0.8	5
	D. Suburban S.A.	2.9	0.9	2	2.9	0.7	3
36.	A. Local	3.3	1.4	4	2.7	0.7	3
	B. Futurists	2.7	1.0	*	2.8	1.3	4
	C. Urban S.A.	2.5	1.5	2	2.0	1.2	1
	D. Suburban S.A.	3.4	1.0	4	3.1	1.0	2-3
37.	A. Local	2.0	1.2	1	2.8	1.2	3
	B. Futurists	2.9	0.8	3	3.9	1.0	5
	C. Urban S.A.	2.5	1.5	2	2.8	1.3	4
	D. Suburban S.A.	2.3	1.2	*	2.7	1.5	1-4
38.	A. Local	3.5	0.5	4	3.5	0.5	4
	B. Futurists	3.5	1.1	3	2.9	0.9	3
	C. Urban S.A.	2.5	1.7	1	4.3	0.4	4
	D. Suburban S.A.	3.0	1.2	4	3.0	0.8	3
39.	A. Local	3.8	0.7	4	3.3	0.7	4
	B. Futurists	4.0	0.8	5	3.5	0.9	3
	C. Urban S.A.	4.5	0.5	4-5	4.5	0.5	4-5
	D. Suburban S.A.	3.8	0.9	4	3.8	1.0	3-5
40.	A. Local	3.0	1.3	3	2.7	0.9	3
	B. Futurists	3.5	1.2	4	2.7	1.1	2-4
	C. Urban S.A.	4.0	0.7	4	3.3	1.5	*
	D. Suburban S.A.	3.1	0.7	3	3.0	0.8	*
41.	A. Local	3.3	1.5	5	3.0	1.3	3
	B. Futurists	3.7	0.9	4	3.2	1.2	3
	C. Urban S.A.	3.8	0.8	3	4.0	0.7	4
	D. Suburban S.A.	4.0	1.1	5	3.6	0.8	4

Form A

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
42.	A. Local	5.0	0.0	5	2.8	1.1	3-4
	B. Futurists	3.9	0.8	4	2.9	1.3	2
	C. Urban S.A.	4.8	0.4	5	4.0	0.7	4
	D. Suburban S.A.	4.6	0.5	5	3.9	0.7	4
43.	A. Local	4.0	0.8	4-5	3.2	1.1	4
	B. Futurists	3.6	1.0	3-4	2.9	0.9	3
	C. Urban S.A.	4.8	0.4	5	3.3	0.4	3
	D. Suburban S.A.	4.3	0.5	4	4.1	0.7	4
44.	A. Local	3.3	0.9	3	2.5	0.8	3
	B. Futurists	3.6	1.0	3-4	3.3	0.8	3
	C. Urban S.A.	3.3	0.4	3	4.3	0.8	5
	D. Suburban S.A.	2.4	1.2	1-3	2.9	1.2	4
45.	A. Local	4.3	0.7	5	3.8	0.4	4
	B. Futurists	3.4	1.1	4	3.4	0.6	3-4
	C. Urban S.A.	3.8	0.4	4	4.3	0.8	5
	D. Suburban S.A.	3.9	1.0	4-5	3.9	1.2	4
46.	A. Local	4.5	0.5	4-5	4.2	0.9	5
	B. Futurists	4.2	0.6	4	4.3	0.8	5
	C. Urban S.A.	4.3	0.8	5	4.0	1.2	5
	D. Suburban S.A.	4.0	0.7	4	4.0	0.7	4
47.	A. Local	3.5	1.6	5	3.5	1.0	3-4
	B. Futurists	3.4	1.0	3	2.8	1.1	3
	C. Urban S.A.	3.5	1.1	*	3.8	0.8	3
	D. Suburban S.A.	3.4	1.0	4	3.1	1.0	2-3
48.	A. Local	4.2	0.9	5	4.0	0.8	4-5
	B. Futurists	3.7	0.8	4	3.9	0.8	4
	C. Urban S.A.	3.0	1.2	4	3.8	0.8	3
	D. Suburban S.A.	4.0	0.5	4	4.1	0.7	4
49.	A. Local	2.8	1.1	4	3.7	0.7	3-4
	B. Futurists	3.0	0.8	3	3.2	0.9	3-4
	C. Urban S.A.	3.0	1.2	4	3.8	0.8	*
	D. Suburban S.A.	2.3	1.2	1	3.0	1.2	3
50.	A. Local	3.2	1.3	4	3.2	1.5	5
	B. Futurists	3.8	1.2	5	3.4	1.2	4
	C. Urban S.A.	4.0	0.0	4	3.8	0.4	4
	D. Suburban S.A.	3.2	1.1	4	3.3	0.9	3-4
51.	A. Local	4.3	0.5	4	3.8	0.7	4
	B. Futurists	4.1	0.7	4	3.6	1.3	5
	C. Urban S.A.	3.3	1.1	3	3.3	0.8	4
	D. Suburban S.A.	3.1	1.0	4	2.9	1.3	3
52.	A. Local	3.8	1.5	5	3.5	1.3	4
	B. Futurists	4.0	0.8	4	3.5	1.0	3
	C. Urban S.A.	4.5	0.5	4-5	4.0	0.7	4
	D. Suburban S.A.	3.6	0.8	4	2.9	1.2	3
53.	A. Local	3.5	1.1	4	3.2	1.3	4
	B. Futurists	3.9	1.1	5	3.5	1.0	3
	C. Urban S.A.	4.3	0.8	5	3.8	0.4	4
	D. Suburban S.A.	4.1	1.0	5	3.6	1.2	3-4
54.	A. Local	2.8	1.5	1-3	2.5	1.0	2-3
	B. Futurists	2.6	0.7	2	2.5	1.3	1-2
	C. Urban S.A.	2.5	1.7	1	2.0	1.2	1
	D. Suburban S.A.	3.4	1.2	4	3.0	1.1	3
55.	A. Local	3.8	1.5	5	3.5	1.3	4
	B. Futurists	3.1	0.8	3	3.1	1.5	4
	C. Urban S.A.	3.5	1.1	*	3.3	1.3	4
	D. Suburban S.A.	3.4	0.7	4	3.3	0.7	3-4

Form A

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
56.	A. Local	4.3	0.7	5	3.5	0.8	4
	B. Futurists	3.4	0.9	4	3.6	1.2	5
	C. Urban S.A.	3.5	1.1	*	2.3	1.1	2
	D. Suburban S.A.	3.7	0.7	3-4	3.3	1.1	3
57.	A. Local	3.2	1.1	4	2.8	0.9	3
	B. Futurists	2.7	1.1	3	3.1	1.2	2-3
	C. Urban S.A.	3.5	1.1	*	3.8	0.4	4
	D. Suburban S.A.	2.6	1.2	2-4	2.9	1.3	3
58.	A. Local	2.8	1.1	3-4	3.0	1.0	3
	B. Futurists	3.1	0.9	*	3.1	1.4	*
	C. Urban S.A.	2.3	0.8	3	3.8	1.3	5
	D. Suburban S.A.	2.8	0.9	3	2.8	0.9	3
59.	A. Local	3.2	1.2	4	3.2	0.7	3-4
	B. Futurists	3.3	1.0	2-4	2.8	1.5	1
	C. Urban S.A.	3.5	1.1	*	3.8	1.3	5
	D. Suburban S.A.	3.2	1.1	2-3	3.2	1.1	3-4
60.	A. Local	2.7	1.4	3	2.8	0.7	2-3
	B. Futurists	3.6	0.8	4	2.9	1.3	3
	C. Urban S.A.	2.5	1.5	2	2.8	1.3	4
	D. Suburban S.A.	2.7	1.2	*	2.9	0.9	3
61.	A. Local	2.5	1.0	2-3	3.3	0.9	3
	B. Futurists	2.9	0.7	2-3	3.5	1.2	5
	C. Urban S.A.	3.3	1.3	2	3.5	1.1	*
	D. Suburban S.A.	3.3	1.2	4	3.3	1.2	2
62.	A. Local	2.7	0.9	3	2.7	1.2	*
	B. Futurists	2.9	0.8	2	3.3	1.2	4
	C. Urban S.A.	2.3	1.1	2	2.5	1.1	*
	D. Suburban S.A.	2.2	1.2	1	2.2	1.0	1-3
63.	A. Local	2.7	1.5	1	3.2	0.7	3
	B. Futurists	2.6	1.1	2	2.9	1.2	4
	C. Urban S.A.	3.3	0.8	4	3.5	0.5	3-4
	D. Suburban S.A.	3.3	1.2	2	3.3	0.9	3-4
64.	A. Local	4.7	0.5	5	3.3	1.2	3-4
	B. Futurists	4.3	0.7	4-5	3.4	1.0	4
	C. Urban S.A.	4.3	0.8	5	4.3	0.4	4
	D. Suburban S.A.	3.7	1.1	4	3.9	0.9	4
65.	A. Local	3.2	1.1	4	3.7	0.7	3
	B. Futurists	3.4	0.8	4	3.7	1.0	4
	C. Urban S.A.	3.0	1.6	*	3.5	0.5	3-4
	D. Suburban S.A.	3.4	1.3	4	3.3	1.2	3
66.	A. Local	3.2	1.1	4	3.0	1.3	3
	B. Futurists	3.6	1.0	3	2.9	1.2	2
	C. Urban S.A.	2.5	0.9	2	2.3	0.8	3
	D. Suburban S.A.	3.1	1.0	2-3	2.8	0.8	2
67.	A. Local	2.2	1.5	1	2.3	1.1	1-3
	B. Futurists	2.3	0.8	2	2.3	1.3	1
	C. Urban S.A.	2.8	1.3	4	1.8	0.8	1
	D. Suburban S.A.	2.9	1.4	4	2.6	1.3	2
68.	A. Local	1.7	0.7	1	3.0	1.3	0
	B. Futurists	2.6	0.9	2	3.3	1.4	4
	C. Urban S.A.	2.8	1.5	*	2.8	0.4	3
	D. Suburban S.A.	1.8	1.0	1	2.1	1.3	1
69.	A. Local	4.0	0.6	4	3.8	0.7	4
	B. Futurists	3.6	0.8	4	3.4	0.7	4
	C. Urban S.A.	3.5	0.9	4	3.5	1.1	*
	D. Suburban S.A.	3.7	0.8	4	3.6	1.0	4

Q #		Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
70.	A.	Local	3.3	1.1	4	3.5	0.5	4
	B.	Futurists	2.8	0.8	2	2.9	1.3	2
	C.	Urban S.A.	3.8	1.1	4	3.8	1.1	4
	D.	Suburban S.A.	3.6	1.2	3-5	3.7	1.1	3
71.	A.	Local	2.8	1.1	3-4	3.3	0.5	3
	B.	Futurists	2.9	0.8	2	2.8	1.1	2-3
	C.	Urban S.A.	4.0	0.7	4	4.3	0.4	4
	D.	Suburban S.A.	3.2	1.0	4	3.2	1.1	3-4
72.	A.	Local	3.8	1.3	4	4.2	0.7	4
	B.	Futurists	4.0	0.7	4	3.5	1.1	4
	C.	Urban S.A.	4.0	0.7	4	3.5	1.5	4
	D.	Suburban S.A.	3.4	0.7	4	3.3	0.9	4
73.	A.	Local	3.7	0.9	4	3.5	0.5	4
	B.	Futurists	3.1	0.9	3	3.1	1.3	2
	C.	Urban S.A.	3.0	1.2	4	2.8	1.1	3
	D.	Suburban S.A.	3.2	0.9	3-4	2.8	0.6	3
74.	A.	Local	2.7	0.9	3	3.3	0.9	3
	B.	Futurists	2.9	0.7	3	2.7	1.2	2
	C.	Urban S.A.	2.5	1.1	*	3.0	1.2	4
	D.	Suburban S.A.	2.8	0.9	3	3.1	1.1	3
75.	A.	Local	2.8	1.1	3-4	3.5	1.3	4
	B.	Futurists	2.9	0.9	2-3	3.1	1.0	3
	C.	Urban S.A.	2.8	0.8	2	2.8	0.8	2
	D.	Suburban S.A.	2.8	1.0	2-4	2.9	1.5	*
76.	A.	Local	3.8	0.9	4	3.8	1.5	5
	B.	Futurists	3.8	1.0	4	4.3	0.5	4
	C.	Urban S.A.	4.3	0.4	4	4.5	0.5	4-5
	D.	Suburban S.A.	3.7	1.3	4-5	3.9	1.2	5
77.	A.	Local	3.5	1.3	4	3.7	1.4	4-5
	B.	Futurists	2.9	1.0	2-4	3.4	1.5	5
	C.	Urban S.A.	3.3	0.8	4	3.3	1.5	*
	D.	Suburban S.A.	3.0	1.2	3	3.1	1.1	3
78.	A.	Local	4.0	0.6	4	3.0	1.0	3
	B.	Futurists	3.2	1.1	4	2.6	1.3	1-3
	C.	Urban S.A.	4.5	0.5	4-5	4.5	0.5	4-5
	D.	Suburban S.A.	3.9	1.2	4	3.2	1.3	*
79.	A.	Local	4.7	0.7	5	3.5	1.4	3-5
	B.	Futurists	4.0	0.9	4-5	3.1	1.3	3-4
	C.	Urban S.A.	4.8	0.4	5	4.5	0.5	4-5
	D.	Suburban S.A.	4.7	0.7	5	4.1	0.9	5
80.	A.	Local	3.7	0.5	4	3.7	0.5	4
	B.	Futurists	4.1	0.7	4	3.9	1.0	4-5
	C.	Urban S.A.	4.5	0.5	4-5	4.5	0.5	4-5
	D.	Suburban S.A.	4.4	0.8	5	4.3	0.8	5
81.	A.	Local	4.3	0.7	5	3.0	1.0	3-4
	B.	Futurists	4.1	0.8	4	3.3	1.3	2-4
	C.	Urban S.A.	4.8	0.4	5	4.5	0.5	4-5
	D.	Suburban S.A.	4.0	0.7	4	3.7	1.1	4
82.	A.	Local	3.8	0.9	4	3.7	1.2	4
	B.	Futurists	4.1	0.6	4	4.4	0.7	5
	C.	Urban S.A.	3.8	1.6	5	3.5	1.5	4
	D.	Suburban S.A.	4.0	0.5	4	4.0	0.7	4
83.	A.	Local	2.2	1.2	1	3.5	1.4	3-5
	B.	Futurists	2.4	1.3	1-4	3.9	1.0	4
	C.	Urban S.A.	2.5	1.7	1	3.8	0.8	3
	D.	Suburban S.A.	2.2	1.3	1	3.1	1.1	3

Form A

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
84.	A. Local	4.0	.0	4	3.7	1.1	3-5
	B. Futurists	4.1	0.5	4	3.9	0.9	4
	C. Urban S.A.	4.0	0.7	4	3.3	1.3	4
	D. Suburban S.A.	3.4	1.3	4	3.6	1.2	3-4
85.	A. Local	3.8	0.7	4	4.0	0.6	4
	B. Futurists	3.1	0.9	4	3.3	1.0	*
	C. Urban S.A.	4.0	0.7	4	4.0	1.2	5
	D. Suburban S.A.	3.7	0.7	4	3.7	0.8	4
86.	A. Local	3.5	0.8	4	4.0	0.6	4
	B. Futurists	3.6	0.9	3	3.9	1.0	4-5
	C. Urban S.A.	3.8	1.6	5	3.5	1.5	4
	D. Suburban S.A.	3.4	1.2	4	3.3	1.1	4
87.	A. Local	2.3	1.1	1-3	2.7	1.2	*
	B. Futurists	2.7	1.0	3	3.2	1.3	2
	C. Urban S.A.	4.3	1.3	5	4.0	0.7	4
	D. Suburban S.A.	3.2	1.3	4	3.0	.2	3
88.	A. Local	4.0	1.2	5	2.8	0.9	3
	B. Futurists	4.1	0.9	5	3.9	1.2	5
	C. Urban S.A.	4.0	1.0	3-5	4.0	1.2	5
	D. Suburban S.A.	3.7	1.2	4	3.6	1.3	4
89.	A. Local	3.5	1.0	3-4	3.3	0.9	3
	B. Futurists	3.5	0.9	3-4	4.0	1.1	5
	C. Urban S.A.	3.8	0.8	3	3.5	0.9	3
	D. Suburban S.A.	3.0	1.2	4	3.0	1.2	4
90.	A. Local	3.7	0.9	4	3.7	0.7	3-4
	B. Futurists	3.3	0.9	3-4	3.6	1.3	4
	C. Urban S.A.	3.8	0.8	3	4.5	0.5	4-5
	D. Suburban S.A.	3.4	0.7	4	3.0	0.8	3
91.	A. Local	4.0	0.8	*	3.5	0.5	3-4
	B. Futurists	3.9	0.8	4	3.5	1.2	3-5
	C. Urban S.A.	4.0	1.0	3-5	3.8	1.6	5
	D. Suburban S.A.	3.7	1.2	4	4.0	0.7	4
92.	A. Local	3.8	0.7	4	3.8	0.7	4
	B. Futurists	3.7	0.7	3-4	4.1	0.8	4
	C. Urban S.A.	3.8	0.4	4	3.3	1.5	*
	D. Suburban S.A.	3.9	1.1	4	3.9	0.7	4

Master Data Table

Form B

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
1.	A. Local	3.7	0.7	3	2.8	1.1	3-4
	B. Futurists	3.1	0.9	3	2.5	1.3	2
	C. Urban S.A.	3.4	1.2	4	3.8	1.0	4
	D. Suburban S.A.	4.2	0.9	5	3.0	1.0	3
2.	A. Local	4.3	0.7	5	4.2	0.7	4
	B. Futurists	4.2	0.8	5	3.5	1.0	4
	C. Urban S.A.	3.2	1.0	4	4.0	0.6	4
	D. Suburban S.A.	4.0	0.0	4	4.0	0.0	4
3.	A. Local	3.3	0.7	4	3.5	1.0	3-4
	B. Futurists	3.6	1.0	4	2.2	1.2	1
	C. Urban S.A.	3.8	1.0	4	3.0	0.9	2-4
	D. Suburban S.A.	3.5	0.5	3-4	2.7	1.1	2-4
4.	A. Local	4.3	0.5	4	3.0	0.8	*
	B. Futurists	4.4	0.6	5	2.8	1.2	2
	C. Urban S.A.	3.8	1.5	4-5	3.2	1.0	4
	D. Suburban S.A.	3.3	0.7	4	2.8	1.1	3-4
5.	A. Local	4.5	0.8	5	3.7	0.7	3
	B. Futurists	3.9	1.0	4-5	3.2	1.1	2-3
	C. Urban S.A.	3.8	1.2	5	2.6	0.8	2
	D. Suburban S.A.	3.7	0.7	3	3.2	1.2	3
6.	A. Local	3.7	0.9	4	3.3	1.5	5
	B. Futurists	3.7	1.1	5	2.4	1.2	2
	C. Urban S.A.	2.6	1.2	2-4	2.2	1.2	1
	D. Suburban S.A.	3.5	0.8	4	3.0	0.8	*
7.	A. Local	4.0	0.8	*	3.7	0.7	3
	B. Futurists	3.0	1.0	3	2.7	1.3	2
	C. Urban S.A.	3.8	0.7	3-4	4.0	1.1	4-5
	D. Suburban S.A.	4.0	1.0	4	4.3	0.5	4
8.	A. Local	3.2	0.9	3	2.7	1.2	2-3
	B. Futurists	2.5	1.2	*	2.3	1.3	1-2
	C. Urban S.A.	2.8	0.7	2-3	2.0	0.6	2
	D. Suburban S.A.	2.5	0.5	2-3	2.0	0.8	*
9.	A. Local	4.2	1.1	5	4.5	0.5	4-5
	B. Futurists	3.4	0.9	4	3.8	0.7	3-4
	C. Urban S.A.	3.6	1.0	4	4.0	0.6	4
	D. Suburban S.A.	3.8	0.7	4	3.5	0.8	3
10.	A. Local	3.5	0.8	3	3.8	0.7	4
	B. Futurists	2.9	1.1	2	3.2	1.3	3
	C. Urban S.A.	3.4	1.4	4	4.6	0.5	5
	D. Suburban S.A.	3.3	1.1	2-4	4.3	0.7	5
11.	A. Local	4.0	1.0	4	3.5	1.1	4
	B. Futurists	3.8	1.1	4	3.6	1.0	4
	C. Urban S.A.	4.2	0.8	4-5	3.6	1.2	3
	D. Suburban S.A.	4.3	0.7	5	3.8	0.7	4
12.	A. Local	4.2	0.9	5	4.3	0.7	5
	B. Futurists	3.7	1.4	5	3.6	0.9	3-4
	C. Urban S.A.	4.6	0.5	5	4.0	1.1	4-5
	D. Suburban S.A.	4.0	0.6	4	3.7	0.7	3
13.	A. Local	3.8	1.1	4-5	3.7	1.1	3-5
	B. Futurists	3.9	1.0	4-5	3.4	1.3	*
	C. Urban S.A.	3.4	1.4	4	4.2	0.7	4-5
	D. Suburban S.A.	3.7	0.9	4	3.8	1.1	4-5

Form B

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
14.	A. Local	3.5	0.8	4	3.3	0.7	4
	B. Futurists	2.5	1.0	3	3.1	1.1	3
	C. Urban S.A.	2.6	0.8	2	3.0	1.4	*
	D. Suburban S.A.	2.8	0.7	3	3.0	0.6	3
15.	A. Local	3.2	0.7	3	3.2	1.1	2-3
	B. Futurists	3.3	0.9	3-4	3.2	1.4	4
	C. Urban S.A.	2.8	1.2	4	2.6	1.0	3
	D. Suburban S.A.	3.5	1.1	3	3.0	0.6	3
16.	A. Local	3.5	1.3	2-5	3.5	1.4	3-5
	B. Futurists	2.4	1.0	2	3.6	1.2	4
	C. Urban S.A.	2.4	0.5	2	3.6	0.5	4
	D. Suburban S.A.	3.0	0.6	3	3.5	0.5	3-4
17.	A. Local	3.5	1.0	3-4	3.7	0.9	4
	B. Futurists	2.7	0.9	3	2.7	1.0	2
	C. Urban S.A.	3.8	0.4	4	3.8	0.7	3-4
	D. Suburban S.A.	3.2	1.1	4	3.3	0.5	3
18.	A. Local	3.2	0.9	3	3.3	0.9	3
	B. Futurists	2.8	1.1	2	2.7	0.9	2
	C. Urban S.A.	2.0	1.3	1	3.2	1.2	2
	D. Suburban S.A.	2.7	1.1	2-4	2.8	1.1	3-4
19.	A. Local	2.7	0.9	3	2.7	0.7	3
	B. Futurists	2.8	0.9	2-3	2.3	0.9	2
	C. Urban S.A.	2.4	0.5	2	2.0	0.6	2
	D. Suburban S.A.	2.0	1.0	1-3	2.0	1.0	1-3
20.	A. Local	4.0	1.0	4	3.2	1.1	2-3
	B. Futurists	3.2	1.0	3	2.6	1.3	*
	C. Urban S.A.	3.6	0.5	4	2.4	1.0	2
	D. Suburban S.A.	3.8	0.4	4	3.7	1.2	*
21.	A. Local	4.5	0.8	5	4.2	1.1	5
	B. Futurists	4.3	0.7	4-5	3.8	1.0	4
	C. Urban S.A.	4.2	0.4	4	4.4	0.8	5
	D. Suburban S.A.	4.2	0.4	4	3.7	0.5	4
22.	A. Local	2.3	0.5	2	3.3	0.7	4
	B. Futurists	2.5	0.6	3	3.1	0.8	3
	C. Urban S.A.	3.2	1.2	2	3.6	0.8	3
	D. Suburban S.A.	2.8	1.1	3-4	3.8	0.9	4
23.	A. Local	2.7	0.9	3	2.7	0.9	3
	B. Futurists	2.5	0.8	2-3	3.1	0.9	3
	C. Urban S.A.	2.2	0.7	2-3	3.0	1.1	2-3
	D. Suburban S.A.	4.2	0.4	4	4.3	0.5	4
24.	A. Local	3.5	1.0	3-4	3.2	1.2	3
	B. Futurists	3.5	1.1	*	3.4	1.0	4
	C. Urban S.A.	3.8	0.4	4	3.8	0.7	3-4
	D. Suburban S.A.	3.3	0.8	4	3.8	0.7	4
25.	A. Local	3.3	0.7	4	3.2	0.7	3
	B. Futurists	2.8	1.1	2-3	3.0	1.2	3
	C. Urban S.A.	2.2	1.0	3	2.8	1.2	4
	D. Suburban S.A.	3.2	0.7	3	3.0	1.0	3
26.	A. Local	2.7	4.7	3	2.7	0.9	3
	B. Futurists	2.1	0.6	2	2.8	1.1	4
	C. Urban S.A.	2.6	0.8	2	2.4	0.5	2
	D. Suburban S.A.	3.3	0.9	4	3.2	1.3	4
27.	A. Local	4.5	0.5	4-5	3.7	1.1	3-5
	B. Futurists	4.0	0.6	4	3.3	1.0	3-4
	C. Urban S.A.	3.6	1.5	5	2.6	1.2	2-4
	D. Suburban S.A.	4.2	0.7	4	3.3	1.2	3-4

Form B

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
28.	A. Local	3.8	0.4	4	3.3	0.9	4
	B. Futurists	3.8	1.0	3	2.8	1.4	1-3
	C. Urban S.A.	3.2	1.0	3	2.4	0.8	3
	D. Suburban S.A.	3.3	0.7	4	3.0	1.4	2-4
29.	A. Local	4.5	0.5	4-5	4.7	0.5	5
	B. Futurists	4.1	0.8	4	4.1	0.6	4
	C. Urban S.A.	3.4	1.2	4	3.2	1.2	4
	D. Suburban S.A.	3.8	0.7	4	3.8	0.7	4
30.	A. Local	4.0	0.8	*	2.3	0.9	2
	B. Futurists	3.5	1.0	4	2.1	1.1	1
	C. Urban S.A.	4.2	0.7	4-5	3.0	1.4	*
	D. Suburban S.A.	3.2	1.1	2-3	2.3	0.7	3
31.	A. Local	4.5	0.5	4-5	4.2	0.7	4
	B. Futurists	4.8	0.4	5	4.1	1.0	5
	C. Urban S.A.	4.4	0.5	4	2.8	1.2	4
	D. Suburban S.A.	4.3	0.7	5	3.7	0.7	3
32.	A. Local	4.5	0.8	5	4.2	0.7	4
	B. Futurists	4.6	0.6	5	4.1	0.9	4
	C. Urban S.A.	4.4	0.5	4	4.2	0.7	4-5
	D. Suburban S.A.	4.5	0.5	4-5	4.5	0.5	4-5
33.	A. Local	4.2	0.7	4	3.5	0.5	3-4
	B. Futurists	3.8	0.6	4	3.2	1.0	2-4
	C. Urban S.A.	4.2	0.4	4	4.2	0.7	4-5
	D. Suburban S.A.	4.3	0.7	5	4.5	0.5	4-5
34.	A. Local	3.5	0.5	3	3.0	1.2	2
	B. Futurists	2.8	1.1	2	2.7	1.2	2-3
	C. Urban S.A.	2.8	0.7	2-3	2.8	0.7	2-3
	D. Suburban S.A.	3.8	0.4	4	3.3	0.7	4
35.	A. Local	3.8	0.4	4	2.0	0.8	*
	B. Futurists	3.3	0.8	3	2.0	0.9	1-3
	C. Urban S.A.	3.2	1.2	2	2.4	0.8	3
	D. Suburban S.A.	3.2	1.2	4	3.0	1.0	3
36.	A. Local	3.2	0.7	3	3.5	1.3	4
	B. Futurists	2.5	0.9	3	2.3	1.4	1
	C. Urban S.A.	2.0	0.9	1-3	2.0	1.3	1
	D. Suburban S.A.	3.3	1.2	*	3.5	1.4	3-5
37.	A. Local	2.8	1.1	3-4	3.0	1.2	2
	B. Futurists	2.8	0.7	3	2.8	1.0	2
	C. Urban S.A.	3.6	0.5	4	2.6	1.6	1
	D. Suburban S.A.	3.7	1.2	4	3.3	1.2	3-4
38.	A. Local	3.5	1.3	4	3.2	1.1	2-3
	B. Futurists	4.3	0.7	5	3.8	0.8	3
	C. Urban S.A.	3.2	1.2	4	3.6	0.8	4
	D. Suburban S.A.	3.8	0.4	4	3.8	0.9	4
39.	A. Local	2.7	0.7	2	2.8	1.1	3-4
	B. Futurists	3.2	0.9	3-4	3.7	0.9	4
	C. Urban S.A.	3.2	1.0	3	3.0	1.1	2-3
	D. Suburban S.A.	3.7	0.7	4	3.8	0.4	4
40.	A. Local	3.0	1.3	3	2.5	1.0	2-3
	B. Futurists	3.0	1.0	3	2.7	1.2	3
	C. Urban S.A.	3.6	1.4	4	3.4	1.0	3
	D. Suburban S.A.	2.5	0.5	2-3	3.5	1.0	3-4
41.	A. Local	3.0	1.2	2	2.8	1.5	1-3
	B. Futurists	3.6	0.9	3-4	3.0	1.2	3
	C. Urban S.A.	3.2	1.6	5	3.8	1.2	5
	D. Suburban S.A.	3.3	1.1	2-4	3.3	1.2	3-4

Form B

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
42.	A. Local	3.7	0.5	4	2.5	0.8	2
	B. Futurists	3.2	0.8	3	3.1	1.1	4
	C. Urban S.A.	3.2	0.7	3-4	3.4	1.1	4
	D. Suburban S.A.	2.8	0.9	2	3.3	1.1	4
43.	A. Local	2.8	0.7	3	3.2	0.7	3
	B. Futurists	3.6	0.9	3	2.4	1.1	3
	C. Urban S.A.	2.8	1.0	3	2.6	1.2	2-4
	D. Suburban S.A.	3.0	1.2	4	2.8	1.1	3-4
44.	A. Local	3.2	1.2	3	3.2	1.1	2-3
	B. Futurists	3.5	1.1	4	2.8	1.0	3
	C. Urban S.A.	3.6	1.0	4	3.4	1.2	2-4
	D. Suburban S.A.	3.3	0.7	4	3.5	1.4	3-5
45.	A. Local	4.5	0.8	5	4.2	0.9	5
	B. Futurists	4.4	0.5	4	3.6	0.8	3
	C. Urban S.A.	3.8	1.2	5	3.8	1.2	5
	D. Suburban S.A.	4.2	0.7	4	4.2	0.9	5
46.	A. Local	4.5	0.5	4-5	4.0	0.6	4
	B. Futurists	4.0	0.6	4	3.9	0.8	4
	C. Urban S.A.	4.0	0.6	4	4.4	0.8	5
	D. Suburban S.A.	4.3	0.5	4	4.5	0.5	4-5
47.	A. Local	4.5	0.5	4-5	3.5	1.3	2-5
	B. Futurists	4.2	0.7	4	3.2	1.3	4
	C. Urban S.A.	4.2	0.4	4	2.4	0.5	2
	D. Suburban S.A.	4.3	0.5	4	3.7	1.1	3-5
48.	A. Local	3.7	0.7	3	3.5	0.8	3
	B. Futurists	3.1	1.0	4	3.4	1.0	4
	C. Urban S.A.	4.0	0.6	4	3.4	1.0	3
	D. Suburban S.A.	3.8	0.4	4	4.0	0.6	4
49.	A. Local	3.3	1.4	2	4.0	1.0	3-5
	B. Futurists	3.3	0.9	3-4	3.6	0.6	3-4
	C. Urban S.A.	3.6	0.8	4	3.4	0.8	4
	D. Suburban S.A.	3.7	0.5	4	3.7	0.7	3
50.	A. Local	3.7	0.9	4	2.8	1.1	2
	B. Futurists	3.7	1.2	4	2.4	1.3	2
	C. Urban S.A.	3.2	1.2	4	3.2	0.7	3-4
	D. Suburban S.A.	3.5	1.0	3-4	2.8	0.7	3
51.	A. Local	3.3	1.1	2-4	4.2	0.7	4
	B. Futurists	3.5	0.8	3-4	4.1	0.8	4
	C. Urban S.A.	3.6	1.0	4	4.2	0.4	4
	D. Suburban S.A.	3.2	1.3	4	3.7	1.1	3-5
52.	A. Local	3.8	0.7	4	4.2	0.7	4
	B. Futurists	3.8	1.2	5	3.4	1.3	4
	C. Urban S.A.	4.2	0.4	4	4.0	0.6	4
	D. Suburban S.A.	3.8	0.4	4	4.2	0.7	4
53.	A. Local	3.8	0.4	4	3.7	1.1	3-5
	B. Futurists	3.4	1.0	4	2.8	1.3	*
	C. Urban S.A.	3.6	0.8	3	2.6	0.8	2
	D. Suburban S.A.	3.2	1.1	2-3	3.8	0.7	4
54.	A. Local	3.2	0.9	4	3.2	0.7	3
	B. Futurists	2.8	1.1	2	2.8	1.5	1
	C. Urban S.A.	3.4	0.8	4	3.0	0.9	2-4
	D. Suburban S.A.	2.5	0.8	2	2.7	1.2	2
55.	A. Local	3.3	0.9	3	3.5	1.1	4
	B. Futurists	2.6	0.8	3	3.5	0.8	3-4
	C. Urban S.A.	2.8	0.4	3	2.6	0.8	2
	D. Suburban S.A.	3.0	0.6	3	3.3	0.7	3

Form B

CM	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
56.	A. Local	3.2	1.3	4	3.8	1.3	4
	B. Futurists	3.5	1.0	4	3.7	0.9	3
	C. Urban S.A.	3.8	0.4	4	3.4	1.4	2-5
	D. Suburban S.A.	3.3	0.5	3	3.5	0.8	3
57.	A. Local	3.3	1.1	4	2.8	1.2	3
	B. Futurists	2.8	1.3	*	2.5	1.1	2
	C. Urban S.A.	2.2	0.7	2-3	1.6	0.5	2
	D. Suburban S.A.	3.0	0.6	3	3.2	0.4	3
58.	A. Local	2.5	1.0	2-3	2.8	1.2	4
	B. Futurists	2.7	0.9	2	2.7	0.9	2
	C. Urban S.A.	1.8	0.7	1-2	2.4	1.0	2
	D. Suburban S.A.	2.5	1.0	2-3	2.7	0.7	2
59.	A. Local	2.8	0.7	3	2.7	1.1	2-4
	B. Futurists	2.9	0.8	3	2.8	1.2	2-3
	C. Urban S.A.	2.2	0.7	2-3	2.2	0.7	2-3
	D. Suburban S.A.	3.2	0.7	3	3.2	1.1	2-3
60.	A. Local	3.8	1.1	4-5	3.8	0.7	4
	B. Futurists	3.8	0.9	4	2.9	1.3	2
	C. Urban S.A.	3.2	0.7	3-4	3.4	0.8	4
	D. Suburban S.A.	3.3	0.9	3	3.2	0.9	3
61.	A. Local	3.8	1.1	4-5	4.0	0.8	*
	B. Futurists	3.7	0.9	4	2.9	1.1	2
	C. Urban S.A.	3.6	1.4	4	3.8	0.7	3-4
	D. Suburban S.A.	4.2	0.7	4	3.7	0.5	4
62.	A. Local	3.2	1.2	3	4.0	0.8	4-5
	B. Futurists	3.1	0.6	3	2.7	1.1	2-4
	C. Urban S.A.	3.2	1.2	4	3.4	0.5	3
	D. Suburban S.A.	3.2	1.1	2-3	3.0	0.6	3
63.	A. Local	4.5	0.8	5	4.0	0.8	*
	B. Futurists	4.4	0.6	5	3.6	0.8	4
	C. Urban S.A.	4.0	0.0	4	3.4	1.0	3
	D. Suburban S.A.	4.0	0.6	4	3.8	0.4	4
64.	A. Local	4.5	0.5	4-5	4.5	0.5	4-5
	B. Futurists	4.2	0.6	4	3.8	0.7	4
	C. Urban S.A.	3.8	0.4	4	3.6	0.8	4
	D. Suburban S.A.	4.0	0.6	4	4.0	0.6	4
65.	A. Local	4.3	0.7	5	4.0	1.0	4
	B. Futurists	4.0	0.6	4	3.3	1.0	2-4
	C. Urban S.A.	4.0	0.0	4	4.0	0.6	4
	D. Suburban S.A.	4.2	0.4	4	4.3	0.5	4
66.	A. Local	4.0	0.6	4	3.0	1.2	2
	B. Futurists	3.8	0.7	4	3.1	1.1	4
	C. Urban S.A.	3.6	0.8	4	3.4	0.5	3
	D. Suburban S.A.	3.8	0.7	4	3.2	0.7	3
67.	A. Local	1.8	0.9	1	2.8	1.9	1
	B. Futurists	2.8	1.1	2-3	3.2	1.4	5
	C. Urban S.A.	1.4	0.8	1	2.8	1.8	1-5
	D. Suburban S.A.	2.0	0.8	*	3.0	1.3	3
68.	A. Local	2.5	1.3	1-4	2.7	1.5	1
	B. Futurists	3.2	1.0	3	2.8	1.2	3
	C. Urban S.A.	2.6	1.0	3	2.4	1.5	1
	D. Suburban S.A.	3.2	0.9	3	2.8	1.2	3
69.	A. Local	2.7	1.1	2-4	2.3	1.2	2
	B. Futurists	3.3	1.1	2-4	2.9	1.4	2
	C. Urban S.A.	3.4	1.0	3	3.4	1.2	2-4
	D. Suburban S.A.	3.5	1.0	3-4	3.0	1.0	3-4

Form B

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
70.	A. Local	3.8	0.4	4	4.0	0.6	4
	B. Futurists	3.4	1.0	3	3.6	1.0	3
	C. Urban S.A.	3.4	0.8	4	3.2	0.7	3-4
	D. Suburban S.A.	3.5	0.8	3	3.7	0.7	3
71.	A. Local	3.5	0.8	3	3.5	1.0	3-4
	B. Futurists	3.4	0.8	3	3.3	0.8	3
	C. Urban S.A.	2.6	1.0	3	2.8	1.3	3
	D. Suburban S.A.	2.8	0.7	3	3.0	0.6	3
72.	A. Local	3.2	0.4	3	2.7	0.7	2
	B. Futurists	2.8	1.1	4	2.8	1.3	2
	C. Urban S.A.	2.8	1.2	2	2.4	1.0	2
	D. Suburban S.A.	2.8	0.7	3	2.8	0.9	3
73.	A. Local	2.3	0.5	2	2.5	1.0	2-3
	B. Futurists	2.8	0.9	3	3.0	1.0	2
	C. Urban S.A.	3.0	1.3	4	3.2	1.2	2
	D. Suburban S.A.	2.7	0.9	2	3.8	0.4	4
74.	A. Local	4.3	0.7	5	3.8	1.2	5
	B. Futurists	4.0	1.1	4	3.8	1.1	4-5
	C. Urban S.A.	4.2	0.7	4-5	4.6	0.5	5
	D. Suburban S.A.	3.7	0.9	4	4.3	0.7	5
75.	A. Local	4.2	1.1	5	3.5	0.5	3-4
	B. Futurists	3.2	1.0	2-4	3.7	0.9	4
	C. Urban S.A.	3.8	0.7	3-4	4.2	0.4	4
	D. Suburban S.A.	3.7	0.9	4	4.3	0.7	5
76.	A. Local	3.7	0.7	3	3.8	0.9	3
	B. Futurists	3.1	1.2	4	3.3	1.0	*
	C. Urban S.A.	3.2	1.2	4	3.4	1.4	4
	D. Suburban S.A.	3.3	1.4	2	3.7	0.7	3
77.	A. Local	3.8	0.7	4	4.3	0.5	4
	B. Futurists	3.6	0.8	4	4.3	0.7	4-5
	C. Urban S.A.	3.6	0.5	4	4.0	0.9	3-5
	D. Suburban S.A.	3.5	1.1	4	4.2	1.1	5
78.	A. Local	3.8	0.7	4	4.2	0.7	4
	B. Futurists	3.5	1.0	4	3.6	0.8	4
	C. Urban S.A.	3.8	1.0	4	4.2	0.4	4
	D. Suburban S.A.	2.7	0.9	3	3.0	1.3	3
79.	A. Local	3.0	0.6	3	3.5	0.8	4
	B. Futurists	2.9	0.8	2-3	3.3	1.1	4
	C. Urban S.A.	3.2	1.2	4	3.8	0.4	4
	D. Suburban S.A.	3.5	0.8	3	3.7	0.7	3
80.	A. Local	4.2	0.7	4	4.5	0.5	4-5
	B. Futurists	3.8	0.9	3-4	4.1	1.0	5
	C. Urban S.A.	4.2	0.4	4	4.2	0.7	4-5
	D. Suburban S.A.	4.2	0.4	4	4.7	0.5	5
81.	A. Local	3.0	1.2	2	3.0	1.2	4
	B. Futurists	2.4	0.9	3	3.2	1.3	4
	C. Urban S.A.	2.2	0.7	2-3	3.6	1.5	5
	D. Suburban S.A.	3.3	1.1	4	4.0	0.8	*
82.	A. Local	3.7	0.7	3	3.3	0.7	4
	B. Futurists	3.0	0.7	3	3.2	0.9	3
	C. Urban S.A.	3.8	0.4	4	4.0	0.0	4
	D. Suburban S.A.	3.3	0.7	4	3.7	0.9	4
83.	A. Local	3.7	1.4	4-5	3.7	1.1	3-5
	B. Futurists	3.0	1.0	2	2.8	0.8	2
	C. Urban S.A.	2.0	1.1	1-2	3.2	1.5	4
	D. Suburban S.A.	3.0	1.0	3	3.3	0.9	3

Form B

Q#	Sample	Likelihood $\bar{X}$	Likelihood SD	Likelihood Mo	Impact $\bar{X}$	Impact SD	Impact Mo
84.	A. Local	3.3	1.1	2-4	3.2	0.7	3
	B. Futurists	3.3	1.1	2	3.3	1.3	*
	C. Urban S.A.	3.4	0.5	3	3.0	1.1	3-4
	D. Suburban S.A.	3.7	0.7	3	4.0	0.8	*
85.	A. Local	4.0	0.6	4	4.3	0.7	5
	B. Futurists	3.5	0.8	3-4	4.1	0.8	4
	C. Urban S.A.	4.6	0.5	5	4.6	0.5	5
	D. Suburban S.A.	4.3	0.5	4	4.3	0.5	4
86.	A. Local	4.0	1.2	5	3.8	0.9	4
	B. Futurists	3.9	0.9	4	3.5	1.0	3
	C. Urban S.A.	4.0	0.0	4	3.8	0.4	4
	D. Suburban S.A.	4.2	0.7	4	4.2	0.7	4
87.	A. Local	4.7	0.5	5	4.5	0.5	4-5
	B. Futurists	4.2	0.8	5	4.3	0.6	4
	C. Urban S.A.	4.2	0.4	4	4.4	0.5	4
	D. Suburban S.A.	4.2	0.7	4	4.3	0.7	5
88.	A. Local	4.3	0.7	5	4.8	0.4	5
	B. Futurists	3.8	0.7	4	3.8	0.9	4
	C. Urban S.A.	3.8	0.8	3-4	4.2	0.4	4
	D. Suburban S.A.	4.3	0.7	5	4.5	0.8	5
89.	A. Local	3.8	0.9	4	3.5	0.8	3
	B. Futurists	3.3	1.1	3	3.1	1.3	2
	C. Urban S.A.	4.	0.4	4	3.6	1.5	5
	D. Suburban S.A.	4.3	0.7	5	4.0	0.8	*
90.	A. Local	3.8	0.9	3	3.7	0.7	3
	B. Futurists	3.1	0.8	3	3.8	1.1	4-5
	C. Urban S.A.	3.0	1.3	4	4.2	1.2	5
	D. Suburban S.A.	4.3	0.7	5	4.2	0.9	5
91.	A. Local	3.2	0.4	0	3.2	0.4	0
	B. Futurists	3.3	1.0	*	3.4	1.5	5
	C. Urban S.A.	3.8	1.5	5	3.6	0.5	4
	D. Suburban S.A.	3.3	1.5	5	3.8	1.1	4-5
92.	A. Local	3.2	0.4	0	3.2	0.4	0
	B. Futurists	3.6	0.9	3-4	4.0	0.7	4
	C. Urban S.A.	3.8	0.7	0-4	4.0	0.9	0-5
	D. Suburban S.A.	3.7	1.4	5	3.7	1.4	5

APPENDIX E
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